

# SOCIAL EDUCATION

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# The Future of International Economic Relationships

Clair Wilcox

**W**HAT is to be the future pattern of international economic relationships? This is a question of the gravest import for the future peace of the world, and for the well-being of all the peoples of the world.

Social institutions are always subject to change. Human decision can and does affect the course of events. And this is especially true at a time like this. The political and the economic structure of the world has been shaken by war. It is obvious to everyone today that international relationships in industry, finance, and commerce must be rebuilt. The opportunity for making major alterations in this structure is now at hand. But time is short. Our power as social architects is greater this year and next than it will be a few years hence. If we delay until the international economy has hardened into a new mould, our greatest opportunity to shape it in the patterns of peace and prosperity will have been lost. The time for decision is now.

## EXISTING BARRIERS

**I**T IS well known that there are numerous barriers, both public and private, which obstruct the flow of international trade. It is known, too, that these barriers have been rising during the past two or three decades. Two devastating wars and, between them, a world-wide depression have accelerated this trend. Governments have interfered increasingly with the movement of goods and services, money, and securities across their

borders. They have sought to curb imports by increasing customs formalities, by raising tariffs, by imposing quotas and embargoes, and by controlling the supplies of foreign exchange. They have sought to force exports by depreciating their currencies, by paying subsidies, and by bartering goods for goods. They have sought to gain at the expense of their rivals by entering into exclusive bilateral deals and by setting up preferential systems which discriminate among their suppliers and their customers. At the same time, they have permitted their private traders to seek higher profits through cartel arrangements that have curtailed output, raised prices, and divided up the markets of the world. And, upon occasion, nations themselves have entered into arrangements that are designed to benefit their producers by cutting output and boosting prices to the detriment of outsiders.

**T**HE existence of these devices is well known. Their consequences are less fully understood. When one nation raises its tariff, and when it imposes quotas on imports, it prevents the producers of other nations from selling in its markets. When it depreciates its currency, and when it subsidizes its exports, it gives its own producers an artificial advantage over the producers of other nations in the markets of the world. When it enters into an exclusive treaty with another nation, under which each of them agrees to discriminate against the goods produced by everybody else, it obtains a favored position which excludes the producers of other nations from the markets concerned.

When a nation sets up, within its own sphere of influence, a preferential trading system which discriminates against the other nations of the world, it denies to producers outside the system an equal opportunity to sell their goods. When a nation blocks its exchanges and compels those

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The director of the Office of International Trade Policy, Department of State, outlined a program for international economic policies and relationships, and for related and immediate policies of the United States, at the Milwaukee meeting of the National Council for the Social Studies on November 22, 1945.

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who have sold to it to accept payment, on a quasi-barter basis, in its own goods, it forces its products into their markets and keeps other products out. In all of these ways, nations prevent other nations from obtaining the foreign exchange which they must have if they are to import the materials and the machines which are essential to their industrial development.

Moreover, when an industrial nation permits its manufacturers to enter into cartel agreements which restrict the output and raise the prices of manufactured goods, and when a raw-material producing nation itself enters into arrangements which are designed permanently to restrict the output and raise the prices of raw materials, it makes these goods and these materials scarce and costly and, to that extent, denies them to the other peoples of the world.

All of these measures operate to limit the purchasing power of the nations against which they are directed, and thus to make it more difficult for such nations to expand their industry and to raise the planes of living of their peoples. In this way they lead to international friction, to retaliation, and perhaps even to war.

This was the unhappy story of international economic relationships between the two world wars. There were few exceptions. Of these, the most important was the passage of the Reciprocal Trade Agreements Act in 1934, and the negotiation, under its provisions, of mutually beneficial reductions in tariff rates between this country and some twenty other nations. Another was the stabilization, in 1936, of the rates of exchange between the pound, the dollar, and the franc.

#### RECENT ECONOMIC WARFARE

**A**SIDE from these bright spots, the story was one of increasing restriction and growing discrimination. The most comprehensive, the most complicated, and the most successful perversion of international trade was that accomplished by the German minister of finance, the notorious Dr. Schacht, now listed as a principal war criminal. Unfortunately, however, the elimination of Dr. Schacht from the political scene has not brought with it the elimination of the battery of weapons he used so well to serve the Nazi cause. The war, with its necessities and its compulsions, has tightened the hold of governments on the world's trade. Many channels of trade were broken by hostilities. Where they were not broken, they were altered to meet the requirements of war.

The United States, like other countries, engaged in economic warfare as a supplement to military warfare. We bought goods that we didn't need to keep our enemies from getting them. We supplied goods to other countries to obtain from them the things we did need, and to insure ourselves of their support. We denied goods to other countries to penalize them for not cooperating with us, and to prevent them from aiding our enemies. The vast quantities of goods that moved across our borders were designed, in large part, for military use. In short, international trade has been an instrument of war. The question we now must answer is whether it is to be a casualty of war.

These years have spawned a multitude of new controls. Exchange restrictions have become world wide. Persons selling abroad have been required to turn their foreign monies over to their governments. Persons buying abroad have been forbidden to make payments without the express permission of their governments. Quantitative controls, that is, import quotas and export quotas, have governed the movement of goods across national frontiers. Persons desiring to import or to export have been compelled to obtain licenses from the control authorities. In many cases, instead of licensing private traders, governments have set up public agencies to handle a large part of their foreign trade. Agreements to barter goods for goods have taken the place of free markets. The regimentation of the world's commerce has become virtually complete.

#### ECONOMIC WARFARE VS. ECONOMIC FREEDOM

**W**HERE do we go from here? The immediate prospect is not a pleasant one. The sad fact is that the world is geared, right now, to continue economic warfare, using the full panoply of weapons developed in the 'thirties and sharpened during the war. Neither we nor our neighbors have to learn the game; we know how to play it; we are organized to play it. Economic distress, suspicion, and re-creation can perpetuate it. The larger countries, especially the United States, Great Britain, and the Soviet Union, have merely to tighten their hold on the regions to which they have easy access and, perhaps, to capture other areas, through exclusive contracts, discriminatory arrangements, and barter deals. If this were to happen—as it easily might—the world, instead of being drawn together through economic intercourse, would be split asunder into



competing economic blocs. This is not the way to prosperity. It is not the way to peace.

What is the alternative? It is economic freedom, in the best sense of the word. Economic freedom, in international relations, means the unhampered transfer of money between countries. It means stable exchange rates. It means that barriers to the movement of goods across national boundaries will be few and small. It means that nations will not discriminate among their neighbors when they control their trade. We can hardly expect, in a world so long and so tightly bound by restrictions, that the elements of economic freedom can be realized overnight. But we can move toward freedom. And every step we take in that direction will be a gain.

**A** WORLD of economic blocs would be a sorry place in which to do business. Export and import programs would have to be made out in advance and negotiated with other countries. Export and import allocations would have to be assigned to individual traders. Licenses would have to be obtained for individual transactions. A vast bureaucracy would have to be set up to keep the records and police the regulations. The businessman, instead of buying and selling whatever he chose, at the time and the place and the price that he chose, would have to fight his way through a maze of controls. If we desire to stimulate individual initiative, if we seek to realize the advantages of private enterprise, we will not entangle the nation's traders in red tape.

A world of economic blocs, moreover, would be an unhappy world for the consumer. Restrictionism, even on a regional basis, could contribute little to higher planes of living. To the extent that the countries within a bloc might specialize, according to their particular capacities, and engage in trade with one another, they would be better off than they would have been without any trade at all. But they would be worse off than they would have been if they had traded freely with the other nations of the world. It is likely, too, that the dominant country in any bloc would seek to drive hard bargains, keeping the terms of trade in its favor and requiring its satellites to produce according to its advantage rather than their own. Output and income would thus be lower than they might be.

But more important than these considerations is the fact that a world of economic blocs would tend to become a world of political and military blocs. Regions that declared economic warfare

on the rest of mankind would have to bind themselves more tightly together for their own protection. And they would have to prepare themselves to meet force with force. The best that could be hoped for would be an uneasy truce. If the new world is to be divided in trade, it cannot be united in security.

In contrast, the benefits of international economic freedom are clear. It stimulates individual initiative and lets down the barriers to private enterprise. It promotes the geographic division of labor, permitting each country to produce those goods for which it is best fitted, thus increasing the output of industry and raising planes of living throughout the world. It brings the peoples of different lands together, gives them an opportunity to know each other, and encourages them to cooperate for the common good. Stability and security are manifestly more attainable in a world united in plenty than in a world divided in want. Economic freedom makes for prosperity; it makes for peace.

#### NEED FOR UNITED STATES LEADERSHIP

**W**HAT is needed, and needed now, is the stabilization of exchanges, the removal of exchange controls, the reduction of tariffs and other barriers to trade, the elimination of discriminations, and the uprooting of restrictive arrangements, private as well as public, so that people everywhere can begin to reap the harvest of increased world trade.

If these steps are to be taken, the United States must seek the cooperation of the other nations of the world. It would avail little for this country to conduct her own trade according to liberal principles, if others among the major trading nations did not do likewise. But if we act in time, they may well be persuaded to do likewise. Our influence is great. The United States, today, is by far the largest factor in the trade of the world. We are the greatest producer on earth, and the rest of the world is in desperate need of our goods. We are the only important lender on earth, and the rest of the world is in desperate needs of our loans. Now, for a moment, we have been given the opportunity to lead the world toward expanding trade, toward plenty, and toward peace. If we do not seize it, it may never come to us again.

The people of this country are agreed, I think, that we should take this leadership. But we are not so clear as to the practical steps that are needed to make our leadership effective.

Those steps must approach the economic problems of a troubled world: the distress of many millions of people; the destruction, over wide areas, of the means of production; the loss, by many countries, of their power to earn foreign goods. Only as these pressing problems are put in the way of solution can we count on general acceptance of liberal principles of trade.

The economies of the war-torn countries of the world are going to be rebuilt. And we want to see them rebuilt, for humanitarian reasons, for economic reasons, and for reasons of political stability. But we do not want to see them rebuilt in the pattern of autarchy. It is in our interest, as well as theirs, that they be restored as integral parts of a world economy.

**W**E, IN the United States, have taken long steps in the direction of the kind of a world that we want to see. We are the largest single contributor to UNRRA, whose job it is to relieve immediate distress. Congress has enlarged the capital of the Export-Import Bank; it has increased the President's authority under the Trade Agreements Act; it has authorized our membership in the International Monetary Fund; it has approved our joining the International Bank for Reconstruction and Development. These are important steps, and they start us off on the right road. But they do not go far enough.

First of all, we must give some thought to the present position of our partners in arms. Great Britain has not yet accepted the International Monetary Fund, and the other countries whose currencies are dependent on the pound are waiting to see what she will do.<sup>1</sup> This means that half of the trade of the world is now conducted in currencies which are not freely convertible into dollars. The world of commerce is split in two; it cannot be made one until Great Britain sees her way clear to accept the rules of non-discrimination which the Fund lays down. To bring this world together would be one of the main purposes of the extension, to the United Kingdom, by the United States, of the line of credit which is now under discussion in Washington.

The reasons for the present financial difficulties

<sup>1</sup> Enough countries, including the United Kingdom, ratified the Bretton Woods proposals by December 27, 1945, to bring both the Fund and the International Bank for Reconstruction and Development into legal existence.

of Great Britain are not difficult to see. Since 1939, she has devoted all of her resources to war. Her foreign assets have been sold; her foreign debts have grown; her commerce has been sacrificed. Her import needs are heavy, both for reconstruction and for the means of daily work and life, and they cannot wait until reconstruction is complete. Emergency financing is needed to help her over the hump.

For the longer future, Great Britain is a good financial risk. She has productive power, business reputation, commercial skill, and strong political and economic ties with many countries of the world. Given a grub-stake, she can rebuild her economic life and join us in an effort to reconstruct the commerce of the world on liberal lines. Without emergency financing, she would have to draw in her belt, continue her controls, and try to perfect an exclusive trading system based on a sterling bloc. Her action would almost certainly be interpreted, in this country, as a challenge to an economic war.

**I**F THE United States took up the challenge, we would have to spend a good many billions to pull together and to hold the members of a dollar bloc. We have the power to do it, and there is no doubt that we could succeed; but to what end? The division of the world into contending blocs would be a tragedy for us, for Britain, and for every nation on earth. To prevent it, we and other should do everything we can. That is why we are considering the extension of credits to our Allies.

Financial measures are required by the emergency. But they cannot suffice to solve the long-run problems of world trade. They can only help to make solutions possible. If the peoples who now depend upon relief are eventually to become self-supporting, if those who now must borrow are eventually to repay, the world must be freed, in large measure, of the barriers that now obstruct the flow of goods and services. This is the final step that must be taken. This is the keystone that must be put into place if the arch is to stand.

In preparation for this task, a large staff, drawn from many of the departments and agencies of the Federal Government, has been at work for many months, developing a series of detailed proposals for the expansion of world trade and employment, to be laid before the people of this country and the other peoples of the world. The general character of these proposals was outlined



in a speech in Charleston, South Carolina, on November 16, by the Secretary of State.<sup>3</sup>

#### A PROGRAM FOR 1946

IT CAN be said now that this Government expects to ask the United Nations Organization to call an international conference on trade and employment to meet sometime during 1946. In preparation for this conference, it intends to go forward with actual negotiations with several countries for the reduction of barriers to trade, under the provisions of the Trade Agreements Act. It is believed that these negotiations will afford the greatest contribution that could possibly be made toward the success of the conference itself. At that conference, our Government intends to make the following proposals:

1. That a common code be adopted to govern the regulation of commerce by the nations of the world.

2. That tariffs be substantially reduced and that preferences be eliminated.

3. That quantitative restrictions—quotas and embargoes—be limited to a few really necessary cases and that they be administered without discrimination.

4. That subsidies, in general, should be the subject of international discussion, and that subsidies on exports should be confined to exceptional cases, under general rules.

All of these proposals relate to the reduction or the removal of barriers that governments have placed in the way of private trade. In many cases, however, governments themselves have established public enterprises to buy and sell abroad. And in one case, a government has assumed a complete monopoly of its foreign trade. Here we intend to propose:

5. That governments conducting such enterprises should agree to give fair treatment to the commerce of all friendly states, that they should make their purchases and sales on purely economic grounds, and that they should avoid using a monopoly of imports to give undue protection to their own producers. Trade has been restrained by governments. It has also been restrained by private monopolists. We therefore intend also to propose:

6. That cartels and combines should be prevented, by international action, from restricting the commerce of the world.

<sup>3</sup>Proposals for the Expansion of Trade and Employment, Government Printing Office, Washington, was published in full in December, 1945.

If trade is thus to be freed from the fetters that have bound it, we must give assurance to the many small producers of the great primary commodities that necessary adjustments to shifting demands will be gradual rather than sudden and that those producers will be protected, during the period required for such adjustments, against the impact of violent change. But we must be sure that the measures adopted to this end are temporary rather than permanent and that they are not administered at the expense of the consumers involved. It is therefore intended to propose:

7. That action with respect to the special problem of surplus commodities, in world trade, be international rather than national; that the solution of this problem be sought by measures that would remove the basic causes of the difficulty, not by measures that would perpetuate it; and that the solution be sought, in particular, by measures to expand consumption; and:

8. That measures restricting exports or fixing prices, where they are necessary, be limited in duration; that they be attended, at every stage, by full publicity; and that consuming countries be given an equal voice with producing countries in their formulation and administration.

AS A means of implementing and supervising all these undertakings, it is proposed:

9. That an International Trade Organization be created, under the Economic and Social Council, as an integral part of the structure of the United Nations.

These are the proposals that relate to trade. If they are to gain acceptance, assurance must also be given that the nations of the world will seek, through measures that are not inconsistent with them, to achieve and maintain high and stable levels of employment. For this reason, it is proposed, finally:

10. That each nation should agree, individually, to take action designed to provide full and regular employment; that no country should attempt to solve its domestic problems by measures that would prevent the expansion of world trade; that no country, in short, should be free to export its unemployment.

These proposals are based upon the conviction that the world's economy should be organized to produce plenty rather than scarcity; that it should operate so as to unite nations rather than divide them. They point the way toward the common goals of all mankind—prosperity and peace.



# Facts and Democratic Values Reduce Racial Prejudices

Esther Williams

THE issue of this war is the basic issue between those who believe in mankind and those who do not." President Roosevelt's words might well be applied to the postwar world and its problems, which the pupils now in school will be called upon to face.

The responsibility of the school in preparing students to participate in a democratic way of life is unmistakable. One of the steps taken by Oakwood Township High School in shouldering this responsibility was the reorganization of its course of study. Since all students are members of the democratic society, it was deemed essential that every student become aware, in a very real way, of the principles underlying that society. In order to accomplish this objective for 100 per cent of the school population, every student was required to register, in each of the four years, for a course the core of which stressed certain fundamental values. The required courses were Orientation for freshmen, Living Things for sophomores, American Culture for juniors, and American Problems for seniors.

The freshman Orientation class, a combination of social science and English, covered two periods and was taught by two teachers who represented these two fields and who worked together in the classroom. Racial, cultural, and class conflicts are a serious menace, not only to the welfare of the individual but also to the continued existence of our democratic society. The fact that prejudices, some of them socially inherited, are responsible for many of these contentions was a decisive factor in determining the following broad objectives for the Orientation course: (1) Recognition and modification of fundamental

prejudices; (2) Development of more adequate habits of thinking; (3) Self-discipline in democratic group discussion; and (4) Sensitization of students to social problems.

## IDENTIFYING PREJUDICES

**S**URMISING that the attitudes of some of the freshmen toward minority groups, particularly Negroes, were socially undesirable, a unit dealing with racial prejudices was introduced. In order that the teachers might be better informed regarding the extent and intensity of the prejudices held by the students, and in order to arouse interest in the unit, a pre-test was given to the class. The pupils were asked to record their first reaction to each statement without attempting to think it through. They were told to indicate their agreement or disagreement with the statements by answering each with Yes or No.

## PRE-TEST AND RESULTS

1. Negroes as a race are inferior. (Yes, 21; No, 49)
2. Japanese and Germans are by nature cruel and blood-thirsty. (Yes, 35; No, 35)
3. Negroes as a rule are indolent. (Yes, 26; No, 44)
4. Jews are stingy. (Yes, 33; No, 37)
5. Negroes have too little intelligence to vote wisely. (Yes, 11; No, 59)
6. Orientals are sly and treacherous. (Yes, 34; No, 36)
7. I would be willing to vote for a Jewish President. (Yes, 57; No, 17)
8. Japanese-Americans should live in neighborhoods apart from white people. (Yes, 25; No, 45)
9. I would be willing that Negroes join labor unions with white people. (Yes, 63; No, 7)
10. I would sit beside a Negro in a street car or in a theater. (Yes, 26; No, 44)
11. I would live in the same neighborhood with Negro families. (Yes, 29; No, 41)
12. Negro moral standards are lower than those of white people. (Yes, 36; No, 34)
13. I would work beside a Negro in a factory or office. (Yes, 16; No, 54)
14. I would eat in the same restaurant with a Negro. (Yes, 28; No, 42)
15. I would work under the supervision of a Negro. (Yes, 27; No, 43)
16. I would be willing that Negroes attend Oakwood Township High School. (Yes, 9; No, 61)

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A social studies teacher in the Oakwood Township High School, Muncie, Illinois, describes a successful effort to reduce prejudices against Negroes among high school freshmen.

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17. I would be willing that Negro students attend the school parties and dances. (Yes, 7; No, 63)
18. I would approve of the marriage of white people with Negroes. (Yes, 0; No, 70)

The results, derived from the first half of the test, indicated that from one third to one half of the class were holding beliefs concerning minority groups that were biased and undemocratic. A still larger proportion of the students reacted in a prejudiced manner to those statements appearing in the second half which involved close personal relationships. Since the test also indicated that the Negro problem was the most critical, most of the unit concerned that racial group.

The test, given in the combined section, was discussed in the regular separate sections. A member of the class wrote the particular statement under consideration on the board. As the various members gave their reasons for agreement with it, they were listed beneath the statement. The following two examples will serve to illustrate the procedure and type of answers:

- a. *Negroes as a rule are indolent.*
  1. They live in the poorest homes.
  2. They wear the poorest clothes.
  3. They can't hold a job.
  4. They always have to be bossed.
- b. *Negro moral standards are lower than those of white people.*
  1. No Negro can be trusted; they all steal.
  2. All Negroes will lie.
  3. I read more stories in the newspapers of crimes about Negroes than about white people.

The discussion which continued for several class periods brought to light some new prejudices. "Negroes won't fight fair, they gang up on you," said one boy. Further inquiry disclosed that while delivering papers in a Negro neighborhood this boy had incurred the anger of a Negro boy by calling him "nigger" names. Being worsted in the fight by the Negro lad, this boy had returned the next evening with his cousin, only to find his colored adversary reenforced by five of his own buddies. Two students expressed intense dislike for and aversion to the colored race, one declaring, "I don't like Negroes, I never did like Negroes, and I never will like Negroes." No reason for these attitudes could be elicited at the time. Loud, flashy suits (zoot-suits) worn by Negro boys was one cause for dislike held by a large number of students. Another expressed dislike because of the curly hair of the race.

#### CHECKING PREJUDICES AGAINST FACTS

IN ORDER to help the pupils think critically the class had been introduced to some of the characteristics of a straight thinker, as given in *How to Read a Newspaper*, by Edgar Dale. This instruction was given in an earlier unit of work dealing with propaganda and the press. A student, recalling perhaps the section of the book dealing with poor sampling, suggested that the members of the class needed more information about the life of the Negro. The class agreed with this proposal, and after a discussion in which the terms *economic, educational, social, civil, and political* were clarified, the questions concerning the Negro were grouped under those headings. Each member of the class then selected, according to his interest, the particular phase on which he wished to work. Each group then elected a chairman and secretary, and, with the aid of the teachers, selected for investigation those questions that pertained to the special aspect of Negro life. The librarian had gathered the pamphlets and books bearing on Negro life, and the students used the *Reader's Guide* to find additional material in periodicals.

Typical of the questions investigated by the groups were:

1. Are Negroes admitted to all labor unions and on the same terms as white workers?
2. Are Negroes given the same police protection as white people?
3. Can any Negro who is qualified enter the school of his own choosing?
4. Have Negroes made any contribution to American culture?
5. Can a Negro become President of the United States?

The information gained by each group was shared with the others by means of panel discussions and special reports. Casual impressions were checked against facts.

Several moving pictures dealing with the life of the Negro in America were shown by the teachers throughout the unit. For example, the panel discussing the question, "Do Negro children have equal educational opportunities with white children?" was followed by a moving picture of the Jeanes Schools and their work in the South. Other devices were used, whenever possible, to supplement further the findings of the students. Newspaper clippings, and pictures were brought by the pupils and placed on the bulletin board. The student reporting to the class on the life of Paul Robeson played some of the recordings of his music.

THE class in the light of its increased knowledge was now ready to re-examine the previously expressed beliefs about the Negro. The following will explain the procedure used. The statement, "Negroes as a rule are indolent," was written on the board. The students then considered the reasons they had given, at the beginning of the unit, in support of this statement. One reason, "They live in the poorest homes," was discussed. The group which had studied the economic status of the Negro was able to show by statistics about wages that Negroes, for the most part, could not afford better living conditions. The group dealing with social rights gave illustrations of segregation that were imposed upon the Negro by other people. When another reason—"They can't hold a job"—was considered, the economic group was able to produce statements of discrimination in employment to show that the failure of Negroes to hold jobs often was not the fault of the Negro but of the prejudiced employers and employees. The class came to the conclusion that Negroes might be indolent, but that the evidence supporting the statement was very insufficient. Several of the beliefs were tested in this manner. The class, realizing that the beliefs expressed by some members concerning the Negro did not square with facts discovered in its investigations, was now prepared to take the next step.

#### CHECKING PREJUDICES AGAINST IDEALS

A LIST of democratic ideals, which had already been discussed and made clear in a previous unit, were placed on the board. Beside them were written some of the discriminations practiced against the Negro. The following will serve as examples.

##### *All men should enjoy*

1. Equal protection under the law
2. Equal work opportunity and equal pay
3. Equal right to vote

##### *Discriminations*

1. Segregation in schools
2. Denial of professional training in tax supported schools
3. Poll tax and white primary.

The members of the class then considered the question: "Do these practices correspond to and agree with the rights enjoyed by citizens in a democracy?" Most of the class agreed that the two lists were incompatible.

#### RESULTS

THE above inquiry led to the question "What can we do about it?" As suggestions were offered by the pupils they were written on the board and were discussed fully by the class. All the students agreed that each one of them could make an attempt to do the following three things:

1. Refrain from name calling
2. Be courteous and friendly to colored people
3. Help to clear up the misconceptions of others concerning the Negro.

Nearly all of the students who at the beginning of the unit had expressed biased statements in regard to the Negro now recognized them as prejudices, and in some cases were able to explain how they had acquired the beliefs they held. Many of the class expressed more reasonable and fairer views. Two of the students who had been most emphatic in their dislike of the Negro said frankly that they had modified their opinions.

The class was introduced to a few of the characteristics of straight thinking and some of them came to see that:

1. A whole group cannot be judged by a few individuals composing it.
2. There was necessity for defining terms used in a discussion.
3. Two conditions existing at the same time are not always one the cause and the other the effect.

Each member of the class had an opportunity, particularly in the smaller group meetings, to express his ideas freely and to learn to criticize and to question the views of others in the group without giving offense.

As the unit progressed there was a growing awareness on the part of some students of other problems. The problems of providing medical care and adequate housing were the two that aroused the most interest.

The panels provided an opportunity for organization of materials, and the making of outlines. The students participating had practiced in talking to a large group and thus developed more poise. Extensive reading was encouraged in investigating the life of the Negro and a student often shared with the class by giving an oral book report.



# United States History for Upper-Group Students of High School Age

Robert E. Keohane

THE recently published *Report of the Harvard Committee on General Education in a Free Society* poses the central problem of the American educational system as follows: "to nurture ability while raising the average." The great task of the schools, it states, is so to adapt general education "to different ages and, above all, differing abilities and outlooks, that it can appeal to each, yet remain in goal and essential teaching the same for all."<sup>1</sup> It is to a limited aspect of this problem—the course in United States history for academically superior students of high school age—that this paper is addressed. Experience with such a course in the first year (Grade 11) of the College of the University of Chicago seems to have significant implications for others who teach our national history and related studies in the upper years of high school and in the lower years of the conventional college.

## THE SETTING OF THE COURSE

PERHAPS the most publicized, recently, of our distinctive characteristics is the age-distribution of our students who, some veterans and a few others excepted, range from 15 or 16 to 19 or 20 years of age. Most of our College students, to be sure, will enter after high-school graduation and take our two-year program for the A.B. or Ph.B. degree. However, we have about 600 students now in the first two years (Grades 11 and 12); it is from this group that most of the students in Social Sciences 1 come.

The other unusual features of our College which need to be indicated may be listed briefly:

A "Course in the Development of Creative Ideas" developed for academically superior eleventh-year students in the College of the University of Chicago is described by an instructor in the social sciences at the College, who served as chairman of the staff group that organized the course.

1. The College begins with Grade 11 and ends with Grade 14; those who wish additional formal education enter a Division or a professional school.

2. Our students are more highly selected, in terms of whatever intelligence tests test, than the students of most colleges.

3. Course credit and teacher-grades (except for advisory purposes) are abolished; degree requirements are satisfied by passing comprehensive examinations, each of which is based on the content of a year course.

4. The examinations which satisfy the A.B. requirements are all prescribed; there is no election unless a student is permitted to carry more than a normal load or chooses to prolong his stay in the College.<sup>2</sup>

5. For the past year entering students have been given placement examinations; the courses to which they are assigned depend almost entirely upon the results of these tests, regardless of the quantity or quality of academic work done elsewhere. Thus a few very able eleventh-graders are excused from Social Sciences 1, although they may have had no formal course in United States history since the seventh or eight grade. On the other hand, about 10 per cent of the thirteenth graders, who have had such work in high school, but upon whom it left no discernible impression, are required to take the course or, rather, to pass the examination based upon it. They usually take the course too!

LET us now see what our "typical" first-year (eleventh grade) student is taking in addition to Social Sciences 1. As is generally true elsewhere, he has a course in English, which meets for three periods a week. His course de-

<sup>1</sup> *General Education in a Free Society: Report of the Harvard Committee*. . . (Cambridge, Mass.: Harvard University Press, 1945), pp. 86, 93.

<sup>2</sup> For the Ph.B. degree a student may substitute two electives for two of three specific third-year examinations.

pends wholly upon the result of his placement tests.

Similarly in the mathematics-natural science area the student may be required to make up a deficiency or, if he is unusually advanced in mathematics for his age-group he goes directly into the first-year of an experimental three-year sequence in the natural sciences.

The fourth course is Humanities 1, which has one lecture and four discussion periods each week. There our student learns to analyze, in an elementary way, types of literature, music, and the fine arts. He gets considerable practice in appreciation as well as theory in this field, and spends a good deal of time in learning to listen to good music, in going to art museums, and in similar activities.

Finally, to understand the setting of the Social Sciences 1 course we must take a moment to characterize the other courses in the Social Sciences sequence. In the first place they deal more largely with the contemporary and are concerned with man on the world scene. Social Sciences 2, normally taken by our twelfth and thirteenth graders, focuses primarily upon the forces in modern Western society which determine social values for the society as a whole and for particular groups within it. Theories propounded by Malthus, Freud, Maine, Marx, and Weber, are used as working hypotheses to organize and interpret a vast variety of facts about modern society with special references to the concepts of equality and inequality. The course schedules two lectures and two discussion periods for each student each week. Social Sciences 3, with the same division between lecture and discussion, analyzes the forms and extent of freedom and control in contemporary society, the conditions of their emergence and existence, and their consequences in the several spheres of life. The final section of the course deals with the relevance of social-science knowledge to action and to the problems involved in the choice of ends.<sup>2</sup>

#### STAFF, EMPHASES, AND PURPOSES

THE present Social Sciences 1 course was developed during 1944-45 by the staff which included the following members: Bernard Drell, George Probst, Malcolm P. Sharp, Milton B. Singer, O. Meredith Wilson, and the writer.

<sup>2</sup> Adapted from the *Announcements: The College and the Division of the University of Chicago for Sessions of 1945-1946* (Chicago, 1945), p. 51.

Throughout the year this staff of six, with some help from other members of the College Faculty, selected and edited in rough form the basic readings, organized them, taught the students, and devised a large number of test items to evaluate outcomes. We were gratified, and somewhat surprised when the course proved very popular with the students, for it was certainly not a "snap" course either for student or instructor. In fact there were times of discouragement when one or another of the staff would remark, "Well, I don't know how much the youngsters are learning, but the staff is certainly being educated!" This year, with some changes in personnel, our staff is concerned with the production of more teaching materials and other improvement of instruction.

Our course differs in several important respects from most United States history courses in a program of general education. In the first place, it does not attempt to cover—the right word, as a rule—everything which most course-makers consider important. We concentrate on the political and economic, in thought and action, and leave for later learning the main lines of American scientific, artistic, and purely literary development. In the second place most of the readings consist of selections from primary sources of these aspects of the intellectual history of the United States. A textbook is used to help furnish the basic facts and some modern interpretation of our national history. Textbook and lectures thus give the historical context in which to examine "some of the leading ideas which have expressed and influenced the developing culture of the American people."<sup>4</sup> In the third place the class work is organized upon the basis of one interpretive lecture and three discussion (not quiz) sections each week. Finally the system of comprehensive examinations has the excellent result of removing the personal equation from the assignment of grades and, in effect, of putting both student and instructor on the "same side of the fence."

To date our staff has refused to state the objectives of the course separately from such content-headings as periods, problems, and ideas to be studied. In a general way, however, one may summarize our major goals in the three following points and explain later what they mean in terms of the content and the process of instruction: (1) to help the student to acquire

<sup>4</sup> *First-Year Course in a Three-Year Sequence in the Social Sciences: Selected Readings* (Chicago, 1945), I, iv.



an understanding of the major aspects of the political and economic development of the United States; (2) to help him to begin the consideration of some of the major problems, processes, and institutions of contemporary society; and (3) to help him to develop some of the major skills of reading, interpretation of data, logical reasoning, and of written and oral expression.

#### COURSE ORGANIZATION

ALTHOUGH there is no attempt to force the content into rigidly-defined "units," the general organization does not greatly differ from the usual compromise between topics and chronology. We begin with the ideational and material background of the American Revolution, proceed to the Revolution and the creation of the Constitution, and end the first quarter with the struggle of Hamiltonians and Jeffersonians internally, and externally with the development of foreign policy into the 1820's. Beginning the second quarter with Jacksonian Democracy, we emphasize the clash of ideas and of material interest in the "middle period" and its culmination in civil conflict. We spend the rest of the quarter upon the development of agriculture, labor, and industry from 1860 to 1900, with their political and ideological expressions, and then center attention upon the new foreign policy developed near the turn of the century. The third quarter is devoted entirely to the major movements of the past forty-five years.

If one conceives of the course as broken up latitudinally into these "units," longitudinally it is tied together by four continuous and continuing themes which give it sequence. Always near to man is the problem of the individual's relationship to government, which involves the legitimacy of government, the extent of its powers, the persons who will exercise these powers, and the basic rights of the individual. Second, the individual is part of an economic system and so is concerned with ways of making a living, with forms of private property, with the problems of special privilege, of social security, of the relationship of government to business. Third we have the continuing thread of the relationship of political groupings less inclusive than the nation with each other and with the nation—especially of majorities and minorities, of political parties, and of "sovereign" states. Finally there is the problem of the nation in a world of independent nations, with its attendant sub-prob-

lems of "power politics," imperialism, war, and adjustment of domestic policy to foreign affairs and of foreign policy to domestic conditions.

#### READINGS, DISCUSSIONS, LECTURES

OF THE approximately 2500 pages of rather solid reading that are assigned, less than 30 per cent is of the textbook genre. This year most of the reading is in two planographed volumes of *Selected Readings* and in additional mimeographed selections. "The readings are chosen, in the main, to provide statements of significance and conflicting ideas, tenaciously held and ably expressed."<sup>5</sup> For example, in the Revolution British viewpoints are represented by excerpts from William Blackstone, Adam Smith, and the American Loyalist preacher Jonathan Boucher; on the other side we have some of Franklin's best satire, some of the outstanding declarations of the Stamp Act and Continental Congresses, and most of Thomas Paine's *Common Sense*. For the debate on the Constitution there are selections from Madison's *Notes*, from *The Federalist*, one of George Clinton's pamphlets against ratification, excerpts from some of Jefferson's letters on the subject, and extracts from speeches of Patrick Henry and John Marshall in the Virginia ratifying convention. As is evident, "there has been a deliberate clustering of documents about issues which remain significant. Readings in the textbook and supplementary work in lectures and discussions are depended upon to rectify any slighting of important periods and issues."<sup>6</sup>

In reading and discussion of these selections students are early made aware that they need to become more sensitive to the connotation of words and to shifts in their meanings. "An examination of the several meanings attached to such words as 'liberty,' 'equality,' 'natural rights,' 'property,' 'federalism,' 'representative government' and 'democracy' constitutes an important part of the work of the course."

The weekly lectures are planned primarily to interpret large movements and issues, sometimes to emphasize the personal factor as represented by the leaders of a period, and always to place the readings in their historical context. Occasionally a guest lecturer is invited to share with us results of his research when his speciality happens to fit into our lecture scheme. As a rule, however,

<sup>5</sup> *Selected Readings*, I, iv.

<sup>6</sup> *Loc. cit.* For more details upon the contents of the course see the Table of Contents of the *Selected Readings*.



we have found it more satisfactory for the staff to plan the lecture series as a whole and to divide up the work according to our respective special interests and capacities.

The heart of the teaching is in the three weekly discussion sections which normally do not exceed thirty students. There the most important questions raised by the readings are discussed and their implications for the present are explored. For example, John Locke's discussion of war and slavery suggested to individuals in two of my classes last fall that Locke's theory might be relevant to the condition of the Germans and Japanese today. Locke's discussion of the way in which he conceived government to have originated led one or two of my more acute students to suggest its application to the contemporary problem of world organization. Here, also, questions which are raised but not cleared up in lecture and textbook receive consideration, and an attempt to integrate all phases of the work is made.

With such selections as John Locke's *Second Treatise . . .*, or *The Federalist*, able students, if properly motivated and taught, can scarcely fail to broaden vocabulary, to learn to follow the steps of an argument, to see what conclusions are actually reached, and to compare the conclusions of one author with another. Constant comparison of argument and conclusions of a new author with others already read leads students to see how differently the same problem may be formulated and, therefore, how fundamental to such reading is the searching out of the assumptions of fact and of values which each author makes. To be sure, we do not claim that our students become expert in these activities. But, as a staff, we have these goals in mind continuously and the reading and discussion situation is such that regular practice of the mental processes is almost inevitable.

#### WRITTEN WORK AND EVALUATION

**W**RITTEN work is as yet a largely unsolved problem. Last year the staff was so overworked that, except for an absolute minimum of notebook work and an essay or two, nothing was done on this problem. This year the English course in which most of our students are enrolled undertook to devote the first few weeks to the theory and practice of note-taking, outlining, and similar skills. To date the results have not been too impressive. We are now developing our own plans to assign as much written

work of varied types as students may fairly be asked to write and the staff to criticize well.

As has already been indicated, the student's final grade in the course depends solely upon his standing in a six-hour written examination offered whenever a class has completed the work of the third quarter. The student who is not satisfied with his grade may retake the examination when it is given at a later regularly scheduled date; the higher of the two marks is his official grade. During the year, however, examinations are given near the mid-point of each quarter and at the end of each of the first two quarters of the course. An advisory grade is assigned by each staff member to each of his students upon the basis of these examinations and of other evidence of achievement which he has.

Of course each instructor is free to give short tests in his own sections as he thinks fitting. Most of the test items are of an objective type, though a few essay tests are given during the year and about 25 per cent (in terms of weighting) of the last June comprehensive examination consisted of essay questions. Needless to say, despite the excellent help given us by Mr. Williams of the Board of Examinations, many hours of staff time are devoted to the formulation and critical evaluation of test items.

One of the most heartening and unexpected results of the course last year was its use as a source of topics and arguments for the traditional student "bull-sessions" in dormitories and in other extra-classroom situations. On this condition let me quote Professor Malcolm P. Sharp of our Law School: "The give and take of free argument between students is as important for liberal education as it is in schools of law. If a free, friendly, and controversial atmosphere can be developed, for example in dormitories, this will be the crowning achievement of historical education. It is not of course that controversy is desirable for its own sake, but that one misunderstands the great historical questions if one fails to understand that they still are controversial."<sup>7</sup>

#### UNSOLVED PROBLEMS

**I**T WOULD be quite misleading to conclude this description of Social Sciences I without indicating that we are acutely conscious of unsolved problems. In the first place, the course probably needs a somewhat tighter organization,

<sup>7</sup> Malcolm P. Sharp, "The Role of History and Allied Disciplines in Liberal Education, *Bulletin of the Association for General and Liberal Education*, 1:66, June, 1945.

yet we do not want to put it into a rigid pattern and so to deprive it of elements of spontaneity and flexibility. We still have to develop some kind of syllabus to provide needed guidance.

As has been indicated, we do not consider the problem of written work as even near solution, and, like most teachers, we have with us the eternal problem of time—there is never time to discuss adequately all that is important. We should also like to do more than we have done in preparing materials for and giving reading and class time to a few well-planned exercises which would bring out some of the more important, even though elementary, aspects of historical criticism.<sup>8</sup> Then, in the latter part of our course especially, the different problem of selecting what for us are the most valuable readings educationally is truly formidable. There, especially, are we in serious danger of committing one of the cardinal sins of American education, and especially of the teaching of history, by dispersing our energies over too many topics and over too many discrete short readings.

In some ways our most vexing problem is raised by the comprehensive examination system. It may be put in the form of two questions: How can we retain the undoubted merits of the comprehensive examination system and yet make it sufficiently flexible to permit us to test for all of the outcomes of instruction which we consider desirable and important? How, under such an examination system, can we succeed in encouraging students to undertake individual projects of real value to them educationally?

#### IMPLICATIONS FOR THE COLLEGE LEVEL

PERHAPS the greatest problem of the teacher of such a course is to devise a fresh approach which will interest the vast majority of students who, no matter how little of the subject they really know, have been exposed to it two or three times in the preceding eight years. Too often the college instructor has relied chiefly upon greater detail, some fresh interpretations, and a little exploding of a few myths, a procedure which is likely to fall rather flat with a group whose teachers in senior high school have used precisely the same method to differentiate their teaching from that of the junior high school teacher. Elmer Ellis has suggested that the college concentrate in greater detail upon the past fifty years

but, unfortunately, the high school teacher has often had the same idea and he gets the students first!<sup>9</sup>

My own suggestions on this point would be simple, yet perhaps drastic in terms of much present practice. In the first place I would have the college center its attention upon the movement of ideas and of usually neglected aspects of social and constitutional history. Primary sources would be given a central place with much use of the excellent *American Issues*, of which Professor Curti was co-editor, of Professor Commager's *Documents of American History* and, if you like, of our *Selected Readings* when they are completed. More emphasis than is usual would be placed upon what history is and how it is written; in addition to F. J. Turner and A. T. Mahan, Henry Adams would find a place. Not quantity of information but the level of reading, of interpretation, analysis, and synthesis which the course demanded would further differentiate it from even excellent high school work.

Some of our methods of instruction and of testing might also be used, with modifications, by college courses in this area. Less time to lectures, more to discussion groups, adequately staffed; less attempt to "pour in" information by way of the lecture, more to draw out thinking in the discussion groups and to stimulate more reading and thinking; fewer but more stimulating interpretive lectures—these are a few suggestions which are of course easier to recommend than to carry out. The possible use of placement examinations and the adaptation of a comprehensive examination system (not necessarily as the exclusive basis for grades) are worthy of more general consideration. Such changes, of course, cost money and not much can be done along these lines unless those who hold the purse-strings can be convinced of their desirability.

#### IMPLICATIONS FOR HIGH SCHOOLS

WHEN I suggest four implications of major importance for the high school course, please remember that I am discussing education appropriate on that level to the academically superior student. I believe that in some respects what I have to say will apply also to the great middle group, in terms of ability.

First, our fundamental fault in American secondary education is that, as the Harvard Com-

<sup>8</sup> See my article on the use of primary sources in United States history courses, *The School Review*, December, 1945.

<sup>9</sup> Elmer Ellis, "Recent American History in the College," *Social Education*, VII:310-12, November, 1943.



mittee so happily paraphrased Mr. Churchill: "Too many children have learned too little about too much."<sup>10</sup> As they so well point out, *breadth* of coverage is not synonymous with *uniformity* of coverage. "More about less" is a good maxim. It is desirable to probe deeply into a few critical periods, problems, and processes, and to touch lightly upon the less significant. Our superior students should not be crammed for "Quiz-kid" programs, but should go deeply enough at a few places to see how complex past problems really were, and to discover how wise, sincere, and patriotic men might differ acrimoniously, over, for example, the ratification, without a bill of rights, of the Constitution of 1787.

In the second place, the character of the reading would be radically changed. If a textbook were retained it would become less central; all reading done by the class as a whole would be basic, no matter where found. My own preference would be to have a basic core of selected readings, largely primary sources, which everyone would read and discuss.

It seems obvious to me that such a course, to secure its maximum value, must be carefully planned and skilfully organized in advance by a competent staff. The place of teacher-pupil planning will be definitely subordinated, and in practice largely restricted to the selection of one of several equally appropriate means or to the planning of ancillary individual or group projects.

Finally, such a course can have maximum value only if it starts from a fixed point of reference and leads somewhere else in a planned social-studies sequence; only in a school where the educational powers-that-be are really convinced of the central place of the social studies is such a sequence, differentiated for different ability groups, likely to be found. At Chicago it is one of our misfortunes that we can assume almost no common fund of knowledge in our students, though we plan to lead them into the next course in our sequence. In an ideal situation, in my opinion, the eleventh-grade pupil taking United States history would have had a superior two-year course in world (not merely modern) history, and he would go into a twelfth-grade course which centered upon the basic institutions, prob-

lems, and processes of modern world (not merely American) society. Such a course would stem out of the American environment but it would not in a single unit stop there. It is to be hoped that there is yet time for education to make easier the way of the new world society that is struggling to be born!

#### GENERAL IMPLICATIONS

TWO implications equally important to college and high school teachers of United States history should also be pointed out. The first is the practice of stating one's objectives or goals and then of actually using them to guide the whole process of instruction in its broadest sense. To the test of the objectives must be brought the content; if the two do not fit, one or both must be changed. The real work comes, of course, when you begin to devise items to test outcomes of instruction in terms of your stated objectives. Then you really twist, turn, and perhaps even curse the day this notion was conceived! But when you have even a fairly good test of this kind you know that you have really accomplished a great deal toward bringing about a closer relationship between your stated goals and the actual outcomes of instruction. The results of this experience in test-making will lead, in the long run, to a more satisfactory formulation of the objectives themselves.

Finally I should like to suggest that the implications of our course go beyond a reorganization and revitalization of conventional college and high school courses in United States history. On the college level it suggests a central core for an integrated approach to the study of American culture and civilization in which historians, philosophers, political scientists, economists, sociologists, and some of our colleagues in the humanities would cooperate. On the high school level it would suggest the obvious marriage—without subsequent divorce—of a year's work in United States history and of a year in the English program. With five double-periods a week much could be done to achieve the objectives common to both subjects and those which are peculiar to each. Let us hope that, figuratively speaking, the offspring of such a marriage would be young people who could read and think well and who would carry on these activities with a fair knowledge and understanding of the American past in thought and action.

<sup>10</sup> *General Education in a Free Society* . . . p. 147. For an able discussion of this situation in high school history see M. M. Ames, "'Artificial-Jaw' History," *Social Studies*, XXXVI:258-63, October, 1945.



# The Dilemma of the Social Studies

Wallace W. Taylor

**A**FTER 39 months of military service, 15 months of which were spent in Italy, I have recently resumed my old job of training teachers in social studies. Now, ten weeks later, I believe the mental hazards of my present occupation—teaching social studies—are greater than those involved in military service.

At the opening of school the principal said to me, "I am glad you're back. The social studies are in a mess. The kids think they're a waste of time. The parents phone me and want to know, 'What is this social studies, anyway?' The student council is almost an inactive organization, and none of our classes knows how to conduct a meeting. Besides that, I am worried about the implications of the atomic bomb; we've got to do something really effective about it and soon. Since we aren't training specialists in this high school, I figure it is a human-relation problem to be handled by the social studies."

The fact that neither my principal nor I exaggerated the scope of the social studies is amply demonstrated by the topics being discussed at this Milwaukee conference. For example, we find "Problems of Juvenile Behavior," "Adult Education in the School, Home, and Community," "The Prospect of Labor and Management," "The Social Studies Contribute to Safer Living," "The Promotion of International Understanding Through Social Studies," and "Teaching Citizenship in the Atomic Age" mentioned as subjects for section meetings. The listing of these subjects is sufficient evidence that they are all regarded by social studies teachers as being their responsibility and as lying within their province. Presumably you and I are supposed to be reasonably expert in all of these fields.

The demands upon the social studies program and social studies teachers are tremendous, both in number and importance. But our resources are all too few. That is the dilemma explored at the Milwaukee meeting of the National Council by an assistant professor in the New York State College for Teachers, Albany, who has recently returned from military service.

## THE TASK THAT WE FACE

**T**HIS vast scope of interest is not taken into account when teaching loads are assigned. In my own social studies department we have next to the heaviest student load in the high school, but our staff is a third smaller than that of science or mathematics, each of which has fewer students. Along with my fair share of extracurricular responsibilities, I have more opportunities to speak to church, parents', and luncheon groups than do my colleagues in other fields; the subjects requested are as varied as the ones previously listed, and many of the invitations must be accepted. This description of social studies duties is not unusual, as you well know.

I don't believe that any one person or any group has deliberately "framed" social studies teachers with this program, but rather that it is the result of a deep concern and an awareness that these things have to be taught. Presumably the school does have a responsibility to society for graduating good citizens. An increasingly complex social organization has demanded more and more from its citizens, and these demands have been reflected by the pressure both from within and without the school to add all sorts of things that everyone agrees are worthwhile and should be done, even if they are very vague as to how they shall be done. These additions have all too frequently come to the social studies, and the result is that a really well-qualified social studies teacher would almost need to have the information of Adams, Kieran, and Levant, the political insight of De Tocqueville, and the teaching ability of Mark Hopkins. We don't have any really well qualified social studies teachers in our public schools, and we can't have under present conditions.

We've got to redefine the social studies in terms that the teacher and the layman can both understand. We must decide whether teaching citizenship, with all that that implies in the days of a United Nations Organization and atomic bombs, is really our job. If it is, we have a right to know what we should teach to accomplish this objective, and, within a general framework, how we shall teach it. Thus far, no representative

group of eminent social scientists has been able to agree on the content of social studies instruction, let alone on the experiences with that content which promise the most in developing good citizens. I believe the time has come when they can no longer evade this responsibility.

#### NEEDED TRAINING AND EQUIPMENT

**A**FTER an agreement on content and experiences has been reached by eminent educators and social scientists, we have a right to whatever resources are necessary to implement that program effectively. If they say that "Intercultural Education—a Responsibility of the Social Studies," "Geography in the Air Age," "Meeting the Needs of Rural Youth through the Social Studies," and "Combatting Civic Illiteracy" (these titles are from the same program and in addition to the ones I mentioned before) are all within our province, then it necessarily follows that we are designated as the builders of the new world order, and we must have the personnel and equipment to do the biggest job ever charged to education.

You can't expect very much in the way of the teaching of international cooperation from a young man or woman who has gone to high school, to college, and to his first teaching job all within a radius of a hundred miles. In a survey I made for the League of Nations Association in the spring of 1942, this was found to be an accurate description of a typical beginning social studies teacher. Ideally, the unit on China should be taught by a teacher who has been there recently, and has made a special study of that country. The same holds true for other units on major countries such as Russia, Great Britain, the Near East, and so forth. This means subsidized travel for these teachers, and it means that the staff must be large enough to provide enough real specialists to teach such a program. Also, funds should be made available to provide subsidized travel for at least some students in these courses.

At present, social studies teachers are not even financially able to buy the minimum reference books and periodicals in the most modest lists recommended in their professional journals. If they could buy them, they still wouldn't have time to read them. Thus, in addition to generous book and magazine allowances, the teaching load must be light enough to allow time for serious study of the important understandings they are charged with teaching. This probably means a maximum of fifteen class hours per week. Equip-

ment in the way of text materials, audio-visual aids, and classroom libraries should be provided on a scale to enable a competent teacher to demand and get the most from each student.

#### ADVANCE—OR RETREAT!

**T**HE issues are too crucial for half-way measures. As long as the social studies permit the maintenance of the present illusion that they are building a social order on a world-wide scale without commanding the vision and the resources to really do the job, they are doing a disservice both to the nation and to their subject matter. They are, perhaps unwittingly but nevertheless actually, standing in the way of other groups who would take some responsibility if it was clear that the field was wide open and was advertised as needing attention.

Two alternatives lie before those who presume to educate for world citizenship in this coming era of atomic energy. We can go before the American people with a well-conceived program and ask for support comparable to the support given to the winning of the war—if that's what it takes to accomplish the objective. If the maintenance of world order is important, and if the teachers of the social studies have the temerity to assume some share of that burden, then perhaps the National Council for the Social Studies, together with other organizations of social scientists, should go before Congress and the several state legislatures with a request for funds adequate for the job.

As a social studies teacher and as a veteran, I submit that monies equal to the amount spent for waging the war would not be excessive.

If the teachers of the social studies do not choose this alternative, then there is but one road to follow, and that is to retreat into the ivory tower of intellectualism, to ignore the complexities of the modern world, to content themselves with teaching safe, non-controversial, settled facts, and to feel no more responsibility for their use than the mathematician feels for the uses to which multiplication may be put, whether it be mortality tables or numbers rackets. In this case social consequences are no longer his concern, whether it be the writing on toilet walls by small boys or the denial of equal employment opportunities to returning Negro soldiers. He can sleep well at night, and if an atomic bomb should cut short this sleep he can ask admission into the Pearly Gates on the same basis as the Latin teacher.



# Studying Scandinavia

Leonard S. Kenworthy

THERE is much agitation at the present time for the inclusion of more material on the Orient and Latin America in the school curriculum. Most of the reasons advanced are valid, based on the size and economic-political importance of these large areas of the world. Some stress is laid, too, on the cultural contributions of these nations to the world, contributions of which we have either been unaware or only partially aware. Such shifts in emphasis are needed and in many instances are long overdue. The writer is heartily in accord with plans to devote more time to the study of these areas. As we rebuild our curricula, however, we ought to consider the significance of the Scandinavian countries and the place they should occupy in the total school program.

Numerically they are relatively unimportant. Economically and politically they loom larger on the world horizon. In social significance they probably surpass any group of nations in the world. If the aim of education is to develop the highest type of healthy, intelligent, self-disciplined, well-integrated, alert citizens, who will serve their community, their nation, and the world to the highest degree of which they are capable, then we dare not overlook the lessons we can learn from Norway, Sweden, Denmark, and Finland.

They are not the utopias towards which we strive, nor are they the near-utopias which some writers and travellers led us to believe in the 'twenties and 'thirties. But they have accomplished much in solving for their part of the world problems similar to those which all nations face today. They have advanced as far as any group of nations towards three-dimensional democracy—economic, social, and political. They

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The Scandinavian countries have long been noted for progress in democracy and cooperative enterprise. The former head of the social studies department in the Friends Central School, Overbrook-Philadelphia, Pennsylvania, states the case for more attention to Scandinavia in our teaching of modern history.

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have developed a healthy population. They have educated their people to a remarkable extent. They have pioneered in adult education. They have experimented successfully with the cooperative approach to economics.

Scandinavians have pioneered in modern architecture and housing, both urban and rural. They have produced much that is beautiful and utilitarian in the arts and crafts. They have composed some of the great music of the world and have brought forth some fine painting and sculpture. They have poured out an amazing amount of fine literature and have invented some of the world's most useful products. They have developed a spirit of independence, courage, a faith in God, in their nations, and in themselves which have been the envy of the rest of the world in these war years.

Scandinavians have developed a concern for others, whether they are farmers, laborers, or white-collar workers, which speaks well for their national maturity. They have passed through defeat more than once, only to arise stronger, more resourceful, more democratic.

## CURRICULUM SUGGESTIONS

EVEN if we recognize the importance of Scandinavia in the total world picture, the question still arises as to how we can include such a study in an already overcrowded curriculum. Two suggestions are advanced, both of them fairly obvious, yet often overlooked.

In the reorganization of social studies and social science programs in elementary schools, secondary schools, and colleges, many institutions are thinking in terms of areas or regions. If such is the pattern in a given school, the study of Scandinavia might well be included as one of the areas or regions to be covered. Its history, geography, family life, education, recreation, contributions to culture, religion, etc. would then be included as a part of a unit, semester, or year's program of intensive and comprehensive study.

Material relating to Scandinavia can also be studied in several different departments in a school or college, and assembly programs, exhibits, movies, and lectures on Scandinavia used



to supplement the work covered in the regular course. If this latter practice is adopted, it might be well to survey some of the topics which could now be treated in widely established courses.

The Scandinavians have produced a wide range of high class literature, from the fairy tales of Hans Christian Andersen to the plays of Henrik Ibsen and the novels of Sigrid Undset, Selma Lagerlöf, and Johan Bojer. In biography and autobiography there are the thrilling stories of the explorers, principally Roald Amundsen, Fridtjof Nansen, and Vilhjálmur Stefánsson; the life of Mathilda Wrede, Finnish prison reformer; and Bishop Grundtvig, founder of the Folk School Movement, to mention but a few. This material and a great deal more like it might well be included in literature classes for the enjoyment and profit of American students.

There is no valid reason why much more emphasis should not be placed in world history courses on these Scandinavian countries. Perhaps we can press for such changes in new textbooks and new courses of study as they are prepared. The most pertinent place, however, for material on life in Scandinavia seems to the writer to be in the Problems of Democracy classes in the high schools and in economics and sociology courses in colleges. Their successful attempts at solving some of democracy's most pressing problems deserve careful scrutiny. And if we would develop in students the conviction that these problems can be solved, we must show them where they are at least on the way to solutions. Where better can we turn than to these four small nations of northern Europe? Units on conservation could well include the story of the Danish Heath Society and its founder, Enrico Dalgas; units on education might well consider the Folk School movement and its founders, Nikolai Grundtvig and Kristen Kold; units on distribution of income might rightly include accounts of the co-operative movement in "middle way" nations.

In addition to the music of Edvard Grieg and Jean Sibelius and other less famous composers, there is a wealth of folk music, much of it already translated into English, which should be included in music courses and sung by students in assemblies and elsewhere. Students should not only play and sing these compositions and songs, they should know that they were composed by Scandinavians as part of their contribution to the culture of the world.

In art classes emphasis could well be placed on the outstanding work of the Scandinavians in the

arts and crafts—in glass work, in silver, in tapestries and modern hand-made textiles, in ceramics, and in furniture. Students at the secondary school level and in colleges and universities should have an opportunity to see exhibits of the work of Carl Malmsten, Simon Gate, Edvard Hald, and Alvar Aalto, to mention but a few, or lacking this opportunity, to see some of the fine books illustrating their work. This would be in addition to their study of painters and sculptors like Edvard Munch, Carl Larsson, Bertel Thorwaldsen, and Christian Krohg. Likewise, considerable attention should be paid to their contribution in modern architecture through the work of men like the Saarinen, Ragnar Östberg, and Johan Sirén.

In science, too, the Scandinavians have given the world much, and their contributions might well be included in science classes at almost any age level. It was Karl von Linné who first classified plants so that they could be studied and referred to by scientists around the world. It was Gustaf de Laval who gave us the separator and other mechanical devices for farms, Sven Windquist who invented the ball-bearing, and Alfred Nobel, dynamite and smokeless powder. And in medicine and physics Niels Finsen and Niels Bohr stand at the top, the one as the discoverer of the violet and ultra violet ray treatments for smallpox, tuberculosis of the skin, and other diseases; and the other as the discoverer of the theoretical structure of matter and especially of electrons. In forestry, too, they have been outstanding.

Boys interested in physical education might well make a study of the contributions and effect of the Scandinavians on gymnastics and athletics, from the early work of Pehr Henrik Ling to the long-distance record shatterer Paavo Nurmi.

We have merely touched the surface in this "strip-mining" of Scandinavia; there is a wealth of material for the serious miner who would acquire some of the wealth hidden in a study of Scandinavia.

#### SOME SOURCES OF INFORMATION

Further information may be obtained from The American-Scandinavian Foundation, 116 East 64th Street, New York, and its publication, *The American-Scandinavian Review*; Albert Bonnier Publishing House (importers of Scandinavian literature of all kinds), 561 Third Avenue, New York; *The American-Swedish Monthly*, 45 Rockefeller Plaza, New York 20; The Danish-American Association, 30 North Dearborn Street, Chicago; Friends of Denmark, 116 Broad Street, New York 4; Royal Norwegian Information Service, 3516 Massachusetts Avenue, N.W., Washington.

# Applying Armed Forces' Visual Aids Experience

Godfrey Elliott

MUCH has been said about school application of the armed forces' development and demonstrated use of visual teaching materials. Some statements have been so extravagant as to portray the "G.I. Way" as being the heaven-sent answer to the school's problems of methodology. Some claims have implied that Army and Navy use of visual teaching materials would put the classroom teacher out of business, since it seemed obvious that any knuckle-head could put a subject across if he had the right films to do it for him.

It is only fair to state that such ill-conceived statements have not come from capable school people, nor have they come from the armed forces. I am sure that they are made by the same type of person who predicts an early end to home cookery because of dehydrated food tablets; they are occasioned by careless thinking and by failure to analyze cause and effect. Such careless statements overlook the fact that the armed forces were dealing with adult trainees, that training programs were condensed and almost around-the-clock in their intensity, and that motivation of learning was so direct and single in purpose that it could be presented in the cold, frightening statement: "Kill or be killed!"

Nevertheless, although wartime experiences in the use of visual materials do not apply automatically and without exception to the school situation, no one can deny that the armed forces have made remarkable, almost amazing use of visual teaching materials in their training programs. They most certainly have brought about,

within the space of four years, developments and improvements in techniques of production and use of visual materials which quite likely would have taken ten, fifteen, or even twenty years under prewar conditions. They definitely have "sold" the general public on the usefulness of the motion picture for teaching purposes, a fact which is certain to be reflected in greater community support of the school visual aids program.

## SOME CLASSROOM APPLICATIONS

NOT all of our wartime experiences with visual materials are applicable in the classroom. Some of them are of value in industrial training but of doubtful value to the school. Others are of such experimental nature that their usefulness outside the armed forces is highly speculative until much more is known about them. However, a major proportion of our experiences in the armed forces' programs came to us because visual techniques had been conceived, developed, and tested in the school field. It is amusing to see this latter fact often overlooked by the very person who likes to say to the school: "Look, you're behind the times in your classroom methods," and who at the same time decries any increased use of school funds for visual materials.

Out of all our visual training experiences in the armed forces there emerges a considerable body of information which is of interest to the school. Some of this has equal importance to other curriculum areas, but this very fact makes it therefore important to the social studies area.

One of the first facts emerging from our wartime experience is the conviction that the visual aid, whether motion picture or slidefilm, is not a *supplementary* aid as it was blithely referred to several years ago. It never has been a supplementary aid; it is more truly a *complementary* aid. A teaching film, if properly made, is just as much an integral part of the basic curriculum material as is the textbook, the demonstration

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The successful use of visual aids in the armed forces during wartime will not revolutionize social studies teaching. It does, however, offer some valuable experience that we cannot afford to ignore. Such is the view of the editor-in-chief of Young America Films, Inc., in a paper presented at the Milwaukee meeting of the National Council for the Social Studies in November, 1945.

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apparatus, the map, or the reference book. The printed word, the classroom discussion, and the film all offer curriculum experiences for the student. Each reinforces and complements the other; each has some unique contribution to make. No one of them can be regarded as a mere supplement to the others. The Army and Navy programs recognized that the training film was an integral and essential part of the training program, and that its use was the responsibility and duty of each individual instructor.

Another fundamental fact emerging from wartime experiences is that the motion picture cannot replace the teacher in the classroom. Both the Army and the Navy very early in the war found themselves putting too much faith in the ability of the training film to do its job unassisted, with the result that many disappointments were encountered. They soon saw the necessity for careful planning, use, and follow-up by the instructor if full value was to be realized from the film. They found—that many teachers already knew—that care had to go into planning the lesson before the film's use, that it was necessary for the instructor to introduce and explain the film to the class before showing, and that group discussion was useful and often necessary after the film had been shown. It was evident that the instructor's importance was not lessened. If anything, it was demonstrated that the same care had to go into the showing of the film that had to go into the instructor's planning for a group discussion period or a demonstration lesson.

#### INFORMATION, UNDERSTANDING, ATTITUDES

ONE of our wartime experiences which has specific application to the social studies field is the use of visual materials in the teaching of geography. It may come to some as a surprise to hear that geography was an important part of the services' training program, but in grim fact geographical knowledge sometimes made the difference between winning or losing an invasion beach-head, the difference between easy or difficult occupation. Moreover, the customs, culture, and social and economic life of the people in the area to which we were going had to be studied and weighed so that problems in connection with them might be anticipated. What better way was there to give men an understanding and appreciation of a foreign land and its people? We had at our disposal in this country thousands of feet of motion picture film

and millions of still photographs of foreign areas. Their successful use by the armed forces is convincing proof that the social studies curriculum can be enriched for the student by the use of visual materials, and that we thus are able to give students the understanding and appreciation of the peoples of the earth that is so necessary for a continuing peace.

One of the most significant developments of the armed forces visual program, so far as the social studies field is concerned, is the development and testing of the ability of the film to develop and mold attitudes. The army understood its problem as one that required the conditioning of men's minds as well as their bodies. Men of peace had to be made into men of war. Men's minds had to be prepared for the realities of battle; free individuals had to be shown the necessity for blind obedience; citizens had to be made into soldiers. And in accomplishing these tasks the Army placed heavy reliance on the motion picture. A significant proportion of its training films was constructed for this one purpose, that of indoctrinating men in a new way of life. These films had to do with determining a soldier's attitude toward his leaders, toward his baptism of fire, and toward his enemy. Those of us who participated in the Army and Navy training programs are completely convinced of the tremendous impact that a psychological film can have on the human mind.

Teachers in the social studies field have a serious responsibility in the development of proper attitudes. More and more it is being demanded that students be properly prepared to live in tolerance with all people. A few curriculum films to assist in this task are already made, but have not been thoroughly exploited by classroom teachers; those should be found and put to use. Other films will be made for this purpose.

IN CONCLUSION, I should like to leave one more thought in connection with claims made for the efficiency of films, claims which have been to the effect that the educational process can be shortened through their use. No one of us is going to claim that we can turn out students in less time, for the school will always be necessary during the years of a child's "growing up" to meet mature responsibilities. But we can claim that, if given the proper visual teaching aids and the wisdom to use them properly, teachers can give to students a deeper and more meaningful experience during the school years.



# A "Village College" in England

Charles S. Hartley

THE early morning train on a sleepy branch line from Cambridge to the coast didn't have many passengers, but my sole companion in the third class compartment was not at all an image of the allegedly reticent John Bull. In fact, he was garrulous; practically no persuasion was necessary to elicit the information that he was a railroad worker "deadheading" home, that he was chairman of the local Labour Party in his village, and that once, in a fleeting moment of glory, he had been a guest at a party banquet for Ramsay MacDonald. As the conversation gravitated from national to local pride, he suddenly inquired whether I had seen their wonderful school in his home town of Linton. If I had been brutally frank, I would have told him that even the name of the town was unfamiliar to me, but his glowing account aroused my interest, and I determined to stop there the next time army business took me in that direction.

Approached by a winding country road, Linton does not appear very different from many another village in East Anglia. It is a one street town with perhaps forty or fifty thatched-roof houses. The school is the only really modern building in the vicinity. It is a one-story, yellow brick structure, spread out roughly in a "U" shape and set well back from the road on a wide athletic field. The headmaster turned out to be friendly, and more than willing to act as a personal guide about the school. He is a Cambridge graduate, and his special field of interest is music. He pointed out the physical features of the school, which include a fairly large auditorium, which doubles as a gymnasium; a cafe-

teria; rooms for practical homemaking courses; a small science laboratory; a library; a wood-working shop; and conventional classrooms.

## DAY PROGRAMS FOR CHILDREN

THE day-time program has an enrollment of about 200 children doing work ranging in difficulty from the first grade to roughly our junior high school level. Under the new Education Act it will be expanded to senior high school level.

The school serves a total of twelve small agricultural villages in the area, and students are brought in by bus. Especially during the period of the war, emphasis was placed upon practical activities. During the growing season, almost all the food from which the cafeteria's hot lunches were made was grown on the school grounds by the children themselves as a scheduled part of their work. Consequently, the cost of the lunches was only about ten cents per person. The headmaster's interest in music is reflected in the development of a small orchestra and a glee club. The curriculum is apparently a balance between academic and vocational work.

## EVENING PROGRAM FOR ADULTS

MOST astonishingly, a voluntary evening program of adult education has an enrollment of over 300 persons, exceeding by a considerable margin the compulsory attendance during the daytime of children through the age of 14 years.

The evening school, or "college," is a true community project. Some of the courses of instruction are at the university level, but many others are purely practical and designed to satisfy any reasonable request for knowledge.

The school is supported by public taxes or "rates," and the adult program is largely self-governing. A Warden and an Adult Tutor administer the program under the supervision of the Managers and the Student Council. Much of the work is done by unpaid volunteers. The maximum fee for courses during a whole session is about eighty cents, with an additional fifty

It seems likely that a growing number of communities will sponsor fourteen-year programs, virtually adding a junior college to their elementary and secondary organization. The possibilities of a community college are illustrated by a teacher of social studies in the Hamden (Connecticut) High School, recently on military leave, and now a graduate student at Columbia University.

cent charge if the series of lectures given by visiting professors from Cambridge University is attended.

The underlying philosophy of the institution is shown in the foreword of the *Programme*. "At the moment of writing there is every prospect that the end of the War in Europe will come during the forthcoming Session, perhaps even before it has begun. The end of the blackout will be welcomed by all and relieve a number of minor difficulties. Peace will bring its problems no less vital than war. Many will exercise the right to vote for the first time, others for the first time in years. The future of the nation depends on the quality of its citizens and we present this programme in the belief that its wide range of activities will afford opportunities of fellowship and development to many. . . .

"Our object is to serve every one of the twelve villages in our area and in two ways, (1) by providing at the centre in Linton courses and facilities which it would be difficult or, indeed, impossible to provide at each village; and (2) by going into each village and providing appropriate courses and clubs there. For this purpose the Adult tutor and the Youth Leader will visit each village."<sup>1</sup>

The diversity of subject matter is indicated by the headings of sub-divisions in the *Programme*: Modern Problems and World Affairs; University Extension Lectures; Language; Music and Drama; Arts and Crafts; Commercial; Household and Domestic Subjects; Dancing and Physical Training; and Rural Subjects. Eleven people in the area decided that they would like to speak Russian, so a course was provided for them. Apparently a large part of the curriculum has evolved in this fashion as a response to public interest. For the practical, there are courses in "Fruit Growing for the Small Garden," while the literary-minded might want the course in "Literature of the English Countryside, from Chaucer to the Present Day." The Adult Tutor,

<sup>1</sup> All quotations are from the *Programme of Adult Activities for the Winter 1944-45*, The Village College, Linton, Cambridgeshire.

who teaches two courses, holds B.A. and Ph.D. degrees, and other instructors appear to have adequate educational background in their respective fields of specialty.

For those people who do not want to study formal courses, there are a number of community activities housed in the College building. A regular schedule of exhibitions, musical concerts, and plays are included in the program, and on Friday evenings commercial motion pictures are shown in the auditorium. On Saturday nights dances and entertainments are held, and on Sunday evenings talks, educational films, and discussions are presented. \*

Practically every civic organization in the area uses the school as a meeting place: the Women's Institute; The Young Farmers' Club; the Youth Club; the Girls' Training Corps; and a number of others. The Canteen serves light refreshments and tea each night, and as the *Programme* adds, "A cup of tea and a sandwich can do much towards creating a friendly atmosphere and promoting a friendly discussion."

THERE are four village colleges in England, all of them situated in Cambridgeshire. The first college was started in 1928, Linton in 1937, and the last one was opened just before the beginning of the war. Undoubtedly, many American schools have superior physical equipment and spend considerably more money, but we could learn a great deal from these village colleges about how to make a little go a long way educationally. The school building is used seven days a week, and no part of it is ever idle for any extended period.

The College has become the focus of community and civic activity for the whole agricultural area about Linton. A few centuries ago the Church would have been the cohesive element in the group, but in an increasingly secular world the Church lost that central hold upon community life in England. The rise of a public educational institution which has largely taken over the function of fostering community life is an interesting and significant experiment in education and in cooperation.

# History Can Be Fun

Gladys E. Moore

**H**ISTORY can be fun! History teachers have the life of all of the centuries since the dawn of knowledge from which to draw. They have at their disposal every means of communication known to man to reveal the secrets of the past and to present the happenings of the present. They can take their pupils on a tour of exploration into the tomb of Tutankhamen of Egypt. They can hear history being made on every news "round-up." They can predict the future with Drew Pearson. They can hear controversial questions presented in "America's Town-meeting of the Air" or "The People's Platform."

History has an important place on the entertainment features of the radio programs: the "Cavalcade of America," the many quiz programs, the scientific, musical, and other cultural programs. No motion picture program is complete without the newsreel which presents the pictures before the news is cold.

History can appeal to the varied talents and abilities of the pupils found in any classroom. Each one can make his contribution to the integrated whole. Each one can have the feeling of satisfaction which comes from having his own share in the project.

**R**ECENTLY in a twelfth grade American history class the pupils were allowed to choose the methods which they would like to use to review the Colonial period. Some suggestions were made by the teacher, others by the pupils themselves. The results were varied, interesting, and informing. A better knowledge of this period was attained than was ever accomplished through formal methods or tests.

Maps were drawn. Topographical maps showed the influence of geography on early American history. Resource maps presented in graphic form the products and other natural resources of the country. Occupational maps gave the variety of

occupations which marked each section. Other maps divided the colonies according to the types of government in each. One of the most interesting sets of maps pictured the outstanding events in each colony.

A number of historical poems presented in rhyme the serious or the humorous side of colonial life. Two girls who had musical talent wrote the words and music for a colonial song and sang it to the group. Pupils with artistic talent used it to picture scenes or characters of the period. One boy drew his own version of familiar pictures like "The Pilgrims on the Way to Church." Another drew types of colonial ships and gave a talk on colonial shipping.

Diaries were written of famous characters, or of boys and girls, portraying the hardships, recreation, and thoughts of the people. Some of these described a typical day in the colonies; one followed through the life of a colonial gentleman. Two journalism students produced a colonial newspaper, complete even to the editorials and advertisements. Witchcraft had a prominent place in the paper, and attention was called to a new slave market established at Charleston, South Carolina. *Life* magazine was drawn upon for a copy of a page from William Bradford's Bible. Selections were given from John Winthrop's journal.

Pupils with an analytical turn of mind traced the origin of many of our democratic institutions to those brave men and women who struggled and fought for the rights which we take for granted today. They called these "Firsts in the New World." Others compared life in the colonies with our life today. "Social Saunters" presented fashions and social life.

One of the most original contributions was that of a broadcast emanating from Jamestown, extolling the advantages of the London Company colony over those which were founded at a later date. A quiz program on outstanding characters sharpened the wits and provided entertainment. We can make much greater use in the classroom of this popular form of entertainment.

Bulletin boards with the slogan, "Let's Be Original," exhibited the work of the class, and all agreed that history can be fun.

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A group of stimulating class projects is described by the head of the social studies department in the Richard J. Reynolds High School, Winston-Salem, North Carolina.

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# Notes and News

## National Council Committees

The personnel of standing committees of the National Council for the Social Studies, with the exception of the Public Relations Committee, is given below. Each member of these committees is appointed for a three-year term. The year following each committee member's name designates the date of expiration of his term.

### *Academic Freedom*

Ruth West, Spokane, Washington, chairman, 1948  
Orlando W. Stephenson, University of Michigan, 1946  
Robert M. LaFollette, Ball State Teachers College, Muncie, Indiana, 1947  
Ryland W. Crary, Iowa City, Iowa, 1948

### *Audio-Visual Aids*

William H. Hartley, State Teachers College, Towson, Maryland, chairman, 1947  
Edward Krug, University of Wisconsin, 1946  
John G. Read, Rhode Island College of Education, Providence, 1946  
Kenneth B. Thurston, University of Indiana, 1946  
S. R. Emmons, Baton Rouge, Louisiana, 1947  
D. C. Rucker, Springfield, Missouri, 1947  
A. J. Dillehay, Akron, Ohio, 1948  
John H. Hamburg, Edgerton, Wisconsin, 1948  
Leland March, Westwood, New Jersey, 1948  
Liaison Representative to the Junior Town Meeting League, Allen Y. King, Cleveland, Ohio

### *Auditing*

Paul O. Carr, Wilson Teachers College, Washington, D.C., chairman, 1948  
William M. Brewer, Washington, D.C., 1948

### *Civic Education*

Julian C. Aldrich, New York University, chairman, 1946  
Franklin Burdette, Indianapolis, Indiana, 1946  
Douglas Ward, The American School, Quito, Ecuador, 1946  
Millicent Haines, Lockport, New York, 1947  
John W. Ray, Erie, Pennsylvania, 1947  
George H. Slappey, Atlanta, Georgia, 1947  
Marlow Markert, Jennings, Missouri, 1948  
S. Howard Patterson, University of Pennsylvania, 1948  
Howard White, Miami University, 1948

### *Curriculum*

Roy A. Price, Syracuse University, chairman, 1948  
Edwin M. Barton, Elizabeth, New Jersey, 1946  
Paul Hanna, Stanford University, 1946  
J. Granville Jensen, Rhode Island College of Education, Providence, 1946  
Mary Adams, Baltimore, Maryland, 1947  
Reverend Thomas J. Quigley, Pittsburgh, Pennsylvania, 1947  
Warren Seyfert, University of Chicago, 1947  
Margaret Griffiths, Sheboygan, Wisconsin, 1948  
Mary Willcockson, Miami University, 1948

### *Executive*

Burr W. Phillips, University of Wisconsin, 1946 (ex officio)  
Erling M. Hunt, Columbia University (ex officio)  
Mary G. Kelty, Washington, D.C., 1946

### *Finance*

Howard E. Wilson, Carnegie Endowment for International Peace, chairman, 1947  
Allen Y. King, Cleveland, Ohio, 1946  
Ruth West, Spokane, Washington, 1946  
Edgar B. Wesley, University of Minnesota, 1947  
J. W. Baldwin, University of Texas, 1948  
I. James Quillen, Stanford University, 1948

### *International Relations*

I. James Quillen, Stanford University, chairman, 1947  
George W. Hodgkins, Washington, D.C., 1946  
Ethel K. Howard, Lakewood, Ohio, 1946  
Robert E. Keohane, University of Chicago, 1946  
Julia Emery, Wichita, Kansas, 1947  
Theodore D. Rice, Oklahoma City, Oklahoma, 1947  
Richard W. Burkhardt, Syracuse University, 1948  
Ella A. Hawkinson, State Teachers College, Moorhead, Minnesota, 1948  
Robert Reid, Great Neck, New York, 1948

### *Nominations*

Paul Seehausen, Indianapolis, Indiana, chairman, 1946  
Allen Y. King, Cleveland, Ohio, 1947  
John H. Haefner, Iowa City, Iowa, 1948

### *Publications*

Roy O. Hughes, Pittsburgh, Pennsylvania, chairman, 1947  
Chester Babcock, Seattle, Washington, 1946  
Elaine Forsyth, Detroit, Michigan, 1948

### *Resolutions*

W. Francis English, University of Missouri, chairman, 1946  
Frank A. Maas, Milwaukee, Wisconsin, 1946  
Harold Long, Glens Falls, New York, 1946

## Middle States Council

The Middle States Council for the Social Studies will hold its Spring Meeting in Baltimore on May 17 and 18. On May 17, at 6:30 P.M. there will be a dinner meeting in Levering Hall, Johns Hopkins University, at which Arthur C. Bining, president of the association, will give the address.

On May 18, from 10 to 12 A.M., there will be three conferences. One will deal with the elementary level, the second with the secondary school level, and the third with the college and university level.

There will be a luncheon meeting, with address, on Saturday at 1 P.M.

An excursion throughout old and historic por-

tions of Baltimore has been scheduled for Saturday afternoon, May 18, from 3 to 5 P.M. under the direction of James Foster, director of the Maryland Historical Society.

Hotel reservations must be made at least one month in advance at the Emerson Hotel and Hotel Belvedere. The Stafford Hotel requests that reservations be made six weeks in advance.

A complete program of the meeting may be obtained by writing to Dr. Paul O. Carr, Secretary of the Middle States Council for the Social Studies, Wilson Teachers College, Washington 9. (P.O.C.)

### Detroit Annual Institute

The Seventh Annual Social Studies Institute, sponsored by the Department of Social Studies of the Detroit Public Schools and the Metropolitan Detroit Social Studies Club, was held on Saturday, February 2.

Following a welcoming address by Arthur Dondineau, Detroit's new Superintendent of Schools and former Supervisor of Social Studies, Mary G. Kely of Washington, D.C. spoke on the Institute theme, "Social Studies—Today and Tomorrow." This session was followed by a number of discussion groups on such topics as "Anglo-American Relations," "The Far East Today," "Visual Aids in the Social Studies Classroom," "Teaching Social Studies to Slow Readers," "Utilizing Community Resources," and "The Place of the Museum in Teaching Social Studies." The luncheon session, attended by more than 300 teachers, was addressed by Floyd W. Reeves of the University of Chicago, on the subject of "Youth and the World of Tomorrow."

During the past few years this midwinter meeting has become in reality a regional institute. The name "Metropolitan Detroit" as applied to the social studies club has been widened to include teachers from Toledo, Flint, Ann Arbor, Ypsilanti, and Port Huron, as well as all cities near Detroit and the "border city" of Windsor in Canada. The annual institute helps to build up the local social studies club which in turn makes it possible to provide better programs for social studies teachers. (C.C.B.)

### Illinois

The Illinois Council for the Social Studies held a meeting in Urbana on February 16. Following an Executive Board Meeting, Clarence Berdahl addressed the group on "The United Nations Organization." After the business meet-

ing in the afternoon there was a panel discussion on "New Emphases in World History."

The December, 1945, issue of *The Councillor*, the official publication of the Illinois Council, contains articles on "The Coming Struggle in Education," by William Godcharles; "General Education in a Free Society," by Robert Keohane; "Universal Military Training and National Security," by Glenn Evans; and "Negro Employment," by Madeline Morgan. It also carries reports of committees on Curriculum Materials, Social Studies in the Postwar World, Intercultural Education, and Russia in the School Curriculum. It describes a Central Council meeting in Bloomington and South Suburban Council meetings in Joliet, and activities of the West Suburban Council, East Central Council, and the Decatur Council.

### Minnesota

The Spring Conference of the Minnesota Council for the Social Studies was held at the University of Minnesota on March 15 and 16. The Friday morning and luncheon speakers were J. W. Buchta, on "The Story of the Atomic Bomb"; Roy B. Jewett, on "Minnesota's Outlook for Housing"; and Harold G. Deutsch, on "American Occupation Policy in Germany."

Four afternoon section meetings considered "Current Trends in International Organization" (Speaker: Harold Quigley); "International Law and War Crimes Trial" (Speaker: Benedict Dienard); "Postwar Inter-American Relations" (Speaker: A. N. Christensen); and "Intercultural Education" (Speaker: Walter N. Ridley).

The general session on March 16, on "Intercultural Relations," was addressed by Hilda Taba. This was followed by a discussion of "The Role of Government in Umpiring the Conflict Between Labor and Business," by Roy Jacobson, (CIO) and Gene Larson (AFL), representing labor, William Anderson, specialist in administrative law, and Dale Yoder, representing the School of Business.

The February, 1946, issue of *The Bulletin* of the Minnesota Council for the Social Studies contains a lead article by Edgar B. Wesley on "A New Approach to Community Resources." Glannis L. Kabat has contributed an article on "The Social Studies Teacher—Jack of All Trades." The issue also includes a letter from the president, Leona McGibbon, Book Reviews, and "Some Sources of Free and Inexpensive Teaching Aids."

### Missouri Council

The Missouri Council for the Social Studies will hold its spring conference in Columbia on April 13. A more detailed announcement of the program may be obtained from W. Francis English, secretary-treasurer of the Council, University of Missouri, Columbia. (W.F.E.)

### New York City

The Association of Teachers of Social Studies of New York City held a luncheon conference on International Relations on March 30. Panels discussed "Education for World Peace: Political and Cultural Aspects"; "Education for Prosperity: Economic Aspects of Peace"; and a philosophy of peace presented by members of the Association's Committee on Education for World Security. Speakers at a luncheon considered "International Relations in the Atomic Age."

Teachers in other cities desirous of cooperating in education for peace are invited to make contact with Ralph B. Guinness, Franklin K. Lane High School, Brooklyn 8, New York, chairman of the Committee of Education for World Security of the Association of Teachers of Social Studies of New York City.

### North Carolina

*The Bulletin* of the North Carolina Council for the Social Studies entered its second year with the December, 1945, issue. Edited by A. K. King, it is published quarterly by the Extension Division of the University of North Carolina. *The Bulletin* for December carries brief articles by Felix A. Grisette of the North Carolina State Planning Board and by John E. Ivey, Jr., of the Committee on Southern Regional Studies and Education. It also reviews experiences in summer institutes and workshops in 1945, and carries news items.

The officers of the North Carolina Council are Helen L. Macon, chairman; Mary Sue Forville, vice chairman; and Gordon W. Blackwell, executive secretary. The editorial board members are Martha Craddock, Mary Sue Forville, Nell Hines, Jessie Rankin, A. P. Smith, and Edyth Winningham.

### Wisconsin

The February issue of the *Wiscouncilor*, published by the Wisconsin Council for the Social Studies contains a statement by Ruth M. John-

son which expresses an appreciation of the 25th Annual Meeting of the National Council for the Social Studies, in Milwaukee. This issue also describes the activities of three local social studies councils located in Wisconsin: the Milwaukee County Social Studies Club, Frank A. Maas, president; the Sheboygan Social Studies Club, Bernice Scott, president; and the Northwest Council, Laura E. Sutherland, president. The editor of the *Wiscouncilor*, Beatrice Haan, of North High School, Sheboygan, invites other local social studies groups to exchange their publications and to send her news of their activities.

### Kansas Suggestion

The Kansas Council for the Social Studies has available a list of teachers from over the state who are primarily interested in our field. The membership card of the Kansas State Teachers Association allows space for the member to note the subject area and the grade level of his special interest. Area lists are prepared by the office of the K.S.T.A. and given to the specialized teachers' organizations. It is expected that making these lists by subject fields will increase cooperation within teachers groups and stimulate growth of membership and active interest.

### Terre Haute Resolution

The Terre Haute Council for the Social Studies passed the following resolution at its fall meeting:

"... Be it resolved that the Terre Haute Council for the Social Studies accept our responsibility as members of the teaching profession and urge all classroom teachers the world over to accept theirs; that we urge the Department of Public Instruction of the State of Indiana to take action in making the teachers of Indiana realize the importance of international cooperation; that we urge the State Department of the United States to cooperate fully in the coming international conference on education making plans for implementing this provision of the Charter."

### M.V.H.A.

The Mississippi Valley Historical Association is holding its spring meeting at the University of Indiana in Bloomington, April 18 to 20. As in the past, the National Council for the Social Studies is cooperating with the M.V.H.A. in the meetings that are being arranged for the Teach-



ers' Section of the M.V.H.A. by Joe Patterson Smith and Robert M. LaFollette. At a luncheon meeting on April 20 E. E. Dale of the University of Oklahoma will speak on the experiences of a teacher on the last frontier. Representatives of the Indiana and the Illinois Councils for the Social Studies will participate in a morning panel discussion of "New Emphases in World History." Further information about this program may be obtained from Joe Patterson Smith, Illinois College, Jacksonville.

### A.P.S.A.

The American Political Science Association held its annual meeting in Philadelphia March 28-30. A joint meeting of the A.P.S.A. and the N.C.S.S. considered "Education for World Citizenship." Speakers included Kirk H. Porter, State University of Iowa; Herbert J. Abraham, Department of State; W. F. Cottrell, Miami University, Oxford, Ohio; and Harold M. Long, Glen Falls, N.Y. This meeting was arranged by Hilda M. Watters representing the A.P.S.A., and Julian P. Aldrich representing the N.C.S.S.

### Wyoming Far Eastern Institute

For information concerning an Institute of Pacific and Far Eastern Affairs to be held at the University of Wyoming during the 1946 summer session, address Oscar Schwiering, Director of the Summer School, University of Wyoming, Laramie.

### National Citizenship Day

The Committee on Citizenship of the National Education Association is sponsoring a National Conference on Citizenship to be held May 17-19, 1946, in Philadelphia. This conference is being planned with the advice and co-operation of members of the U.S. Department of Justice and the Immigration and Naturalization Service. Harlan F. Stone, Chief Justice of the U. S. Supreme Court, has accepted the honorary chairmanship of the meeting.

The Philadelphia conference will have as its major goal the focusing of national attention

on the value of American citizenship, together with its duties and responsibilities, and ways and means by which various organizations and community groups may cooperate and contribute to the advancement of citizenship. Several general sessions will hear prominent public figures discuss various aspects of citizenship in the new era. In smaller work groups, efforts will be made to develop specific programs indicating how the churches, radio, moving picture industry, civic organizations, and other groups as well as schools may contribute to the development of an enlightened citizenship geared to the needs of today and tomorrow.

The Committee on Citizenship has prepared a 36-page manual on *National Citizenship Day* that contains many helpful suggestions, references, and sample programs for the celebration of Citizenship Day. This manual is priced at 25 cents per copy with discounts for quantity orders. A colorful poster, 12x18 inches in size, with space at the bottom for local imprint, is sold only in a package of 10 for 50 cents. These should be ordered from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6.

### Cartography Scholarship

A scholarship at Northwestern University has been established by C. S. Hammond & Company, map publishers, New York. This scholarship is designated as the "C. S. Hammond Scholarship in Cartography" in memory of the founder of that organization. It is intended to be of material assistance to the students having recognized talent in the field of map making and the associated arts.

All social studies teachers and social studies organizations are invited to send in material for these columns. Send in notes on the activities of your school or organization and other items of general interest to social studies teachers. Mail your material as early as possible to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington. Contributors to this issue include: C. C. Barnes, Paul O. Carr, Meribah Clark, Julia Emery, W. Francis English, and R. B. Guinness.

# Pamphlets and Government Publications

Leonard B. Irwin

## Foreign Affairs

Teachers who desire material for use in connection with the study of the United Nations Organization in their classes can hardly complain of a lack of recent pamphlet offerings. Each month brings new examples from both official and non-official sources. This is an excellent thing, because if the UNO is to be accepted in the popular mind as a practical affair it must become well known to us all. The American Association for the United Nations (45 East 65th Street, New York 21) is one of the organizations doing much to put the facts in easily available form. *You and the United Nations* (15 cents) is a booklet of program material for young people. It includes songs, games, recipes, and reading lists, all chosen to make foreign customs more familiar to American children. *We, the Peoples* (15 cents), published by the same group, tells the story of the United Nations from the Atlantic Charter to the end of the war. It is intended as study material at the secondary school level, and in addition to the text contains questions, a bibliography, and other teaching aids.

*Can the UNO Prevent Wars?* is the title of a public opinion survey report published by the National Opinion Research Center (University of Denver, Denver 10, Colorado. 25 cents). According to its findings, about 80 per cent of the people believe that the UNO has at least a fair chance of preventing wars, though only about half have any concrete suggestions as to what means should be employed. The survey also showed that only a small proportion of those interviewed understood the veto formula in the Security Council; however, when it was explained, the majority were strongly opposed to any one nation being allowed to veto the use of force. About two thirds of the people believe that the atomic bomb makes wars less likely. The survey showed one thing clearly—that there is a definite need for widespread and continuous education about the structure, purposes, and methods of the UNO.

One of the best text pamphlets on the subject yet to appear is *United Nations Organization* (Charles E. Merrill Co., 400 South Front Street,

Columbus 15, Ohio. 20 cents). Prepared for high school use, it contains brief descriptions of each division of the UNO and its functions. Each chapter is followed by questions and other study helps, and there is an excellent group of cartoons, pictographs, maps, and other illustrative material. The pamphlet concludes with the complete text of the UNO Charter, with an index and glossary to aid in using it.

*A Guide to Study and Discussion: The United Nations Charter*, by Graeme Dorrance (28 pages, 10 cents) has been published by the United Nations Society in Canada, 124 Wellington Street, Ottawa. This pamphlet contains a brief analysis of the major provisions of the Charter, discussion questions, and suggestions for additional reading.

*From Here On* is the title of a 96-page booklet on the United Nations Organization published by the Rotary International. This booklet contains the complete official text of the Charter with its 111 articles as signed and adopted at San Francisco, an explanation of some of the official wording with unofficial comments, and questions to stimulate thought and provoke discussion. Study references taken from *The Rotarian*, definitions of terms, and an index guide to the Charter complete the booklet. Copies may be obtained from the Rotary International, 35 East Wacker Drive, Chicago 1, at 25 cents each; in lots of 10 or more copies, 15 cents each; 50 or more copies, 10 cents each.

*Europe's Homeless Millions*, by Fred K. Hoehler (Foreign Policy Association, 22 East 38th Street, New York 16. 25 cents) is a Headline Pamphlet dealing with the distressing problem of European war refugees. Some twelve million people were displaced by the terrors of war, and a great number of them are still living on foreign soil, dependent on the UNRRA and other agencies. Many of them, for various reasons, will not or cannot ever return to their own countries, and thus form an embarrassing problem for some other. In a foreword to Mr. Hoehler's discussion, James G. McDonald, former League of Nations High Commissioner for Refugees, says: "Governments, when dealing with refugees, have almost invariably taken the short view of na-



tional self-interest and have ignored or played down the interests of mankind." This attitude has made the work of UNRRA very difficult, and Mr. Hoehler gives a clear and absorbing picture of the many problems which block a satisfactory solution of the refugee question.

"The adequacy with which the United States as a society is portrayed to the other peoples of the world is a matter of concern to the American people and their Government." This statement is the opening sentence and keynote of *Memorandum on the Postwar International Information Program of the United States*, by Dr. Arthur W. MacMahon (Department of State Publication 2438, Superintendent of Documents, U. S. Government Printing Office, Washington 25, 30 cents). It marks the recognition by the State Department that international relations affect people, not merely governments, and that it is important for people in other countries to have a true understanding of Americans and of American foreign policies. This booklet is the official program of steps to be taken to make American known abroad. In its 135 pages it provides plans for the necessary agencies within the State Department, and discusses at length the steps which should be taken to use the press, international broadcasting, motion pictures, books, magazines, and other media. It is a program which should do much to promote better understanding, and correct many of the misconceptions about the Americans which are so prevalent abroad.

*Proposals for Expansion of World Trade and Employment*, U. S. Department of State Publication 2411, was developed by a technical staff within the government of the United States in preparation for an International Conference on Trade and Employment. The proposals developed in this publication are designed to serve as a basis of discussion which it is hoped will lead to such an international conference under the sponsorship of the United Nations. The proposed International Trade Organization will undoubtedly prove to be one of the most important of all agencies affiliated with the United Nations Organizations. This 28-page document is available for 10 cents from the Superintendent of Documents, Government Printing Office, Washington 25.

*Anglo-American Financial and Commercial Agreements* is the official text of the decisions reached last December at the conference between President Truman and Prime Minister Attlee.

They included the final settlement of lend-lease, the extension of \$3,750,000,000 in credit to the United Kingdom, and an agreement on broad principles of commercial policy. Copies of the pamphlet (Department of State Publication 2439, Commercial Policy Series 80, 5 cents) may be obtained from the Superintendent of Documents.

## Domestic Affairs

During the past two years the National Planning Association has published three reports on fiscal planning which have aroused a great deal of interest. They were *National Budgets for Full Employment; Fiscal and Monetary Policy*, by Beardsley Ruml and H. Chr. Sonne; and *Fiscal Policy for Full Employment*, by John H. G. Pierson. They dealt with the problem of what could be done to prevent excessive savings from lowering a level of high national income and full employment. Now the NPA has published another report, entitled *A Farmer Looks at Fiscal Policy* (National Planning Association, 800 Twenty-first Street, N.W., Washington 6, 25 cents). The author is Thad Snow, a member of the NPA's Agriculture Committee, and the pamphlet represents his views, as a cotton farmer, on the three preceding reports. Mr. Snow has made a most stimulating contribution to a rather technical subject and has done it in a very readable manner.

*A Retirement System for Farmers*, by Murray R. Benedict (25 cents) is another report by the NPA's Agriculture Committee. It recommends a plan for bringing farmers and farm workers under Federal social security, though payments based on wages or the gross cash income of the farm. It points out that farmers face the same dangers of insecurity as other workers, yet their incomes are usually too low to permit significant savings for old age or disability.

*Charting Intercultural Education, 1945-55* (Stanford University Press, Stanford University, California, 50 cents) is based on ideas developed in the Stanford Workshop in Intercultural Education. It seeks to provide suggestions and principles for teachers and laymen who are concerned with promoting tolerant ways of thought and action. It sets up a definition for the good citizen of the next decade, presents a series of questions for the reader to use to test his own good citizenship, and suggests a number of procedures by which schools and the community can foster better interracial and intercultural relations.



# Sight and Sound in Social Studies

William H. Hartley

## Motion Picture News

The Spring 1946 issue of "Guidebook to Instructional Films" is now available from Eastin Picture Co., Davenport, Iowa. This company has recently adopted a "school week rental" plan by which each film listed in the Guidebook is available for rental by schools for a full school week at the rate usually charged for one day. This makes possible repeat showings and more effective use of the film as a teaching tool.

*Film Daily's* list of the Ten Best Films of 1945 is *Wilson, A Tree Grows in Brooklyn, Keys of the Kingdom, Valley of Decision, A Song to Remember, Laura, The Story of G.I. Joe, The Corn is Green, National Velvet, and Anchors Aweigh.*

Coronet Instructional Films, 919 North Michigan Avenue, Chicago 11, a division of *Coronet Magazine*, has published a catalog of its newest films. Copies are free upon request.

An assortment of 32 illustrated guides to theatrical films of interest to social studies teachers will be mailed for \$1.25 from Educational and Recreational Guides, Inc., 172 Renner Avenue, Newark 8, New Jersey. Subscriptions to monthly issues of *Film and Radio Guide* are \$2 annually.

"The United Nations in Films" is a list of motion pictures designed to give audiences a clearer understanding of life in the United Nations. A copy may be had free from United Nations Information Office, 610 Fifth Avenue, New York 20.

"Learning Unlimited" is a small bulletin containing valuable suggestions for those now using movies in teaching or for those contemplating their use. It is free from Bell and Howell, 7107 McCormick Road, Chicago 45.

A new production company, National Educational Films Inc., 1560 Broadway, New York, has been organized to fulfill the curriculum needs of public education. Directors and key officers are former members of the U.S. Navy's Training Film Branch.

International Theatrical and Television Co., 25 West 45th Street, New York 19, has just issued one of the most voluminous catalogs of theatrical

and educational films to come to our desk. The company has established a number of branch offices throughout the United States.

"Selected Films on Intergroup Relations" is a bibliography by Wilbur Murra appearing in the *Civic Leader* for February 18, 1946. Copies may be had upon request from Civic Education Service, 1733 K Street, N.W., Washington 6.

The latest catalog of free films from General Electric Company, 1 River Road, Schenectady 5, New York, includes a number of films of interest to the social studies teacher. We especially recommend "Railroadin'," the history of the American railroad, "Life Stream of the City," the story of urban transportation, and "Clean Waters," a portrayal of the problem of the city's water supply.

A project is being planned whereby a committee of the National Association of Secondary-School Principals, acting under a grant from the National Better Business Bureau, will survey the need for business-sponsored films in schools. The basic research is to be conducted by a committee under the leadership of Thomas H. Briggs, emeritus professor of education, Teachers College, Columbia University.

*Film News*, a publication of the Educational Film Library Association, 45 Rockefeller Plaza, New York 20, has chosen *A Walk in the Sun* as the "film of the month" for January. It is characterized by the reviewer as "a human and credible war film."

The National Advisory Council of the OWI became the Film Council of America on January 15, 1946. Its membership is made up of representatives from education film associations. The 1946 program consists largely in aiding local groups interested in the informative film. Headquarters are at 12th Street and Lamarr, Austin, Texas.

## Recent 16-mm. Films

British Information Services, 30 Rockefeller Plaza, New York 20.

*Heir to the Throne*. 10 minutes, sound; small rental fee. Sketch of the life of Princess Elizabeth.

*Progress Report*. 10 minutes, sound; small rental fee.

How Great Britain is dealing with her postwar problems.

Encyclopaedia Britannica Films Inc., 20 North Wacker Drive, Chicago 6.

*Property Taxation.* 10 minutes, sound; sale, \$45. Social usefulness of property taxation, procedures for levying taxes on property, and uses for money so raised.

*Consumption of Foods.* 1 reel, sound; sale, \$45. The food needs and deficiencies of the world's people.

*Distributing America's Goods.* 10 minutes, sound; sale, \$45. How and why 59 cents out of every purchase dollar goes to pay for the distribution of an article.

*Production of Foods.* 10 minutes, sound; sale, \$45. Problems involved in increasing the world's food supply, with possible solutions.

*Distribution of Foods.* 10 minutes, sound; sale, \$45. The world's flow of goods, and the problem of food preservation and consumption.

Pan American World Airways, 135 East 42nd Street, New York 17.

*Week-End in Bermuda.* 15 minutes, sound; free. Vacationing in Bermuda.

Pictorial Films Inc., RKO Building, New York 20.

*How a Bill Becomes a Law.* 20 minutes, sound; sale, \$35. Each step in the process is defined and visualized.

## Radio Notes

Sunday is the day for catching up on the news by way of the radio. Starting at 9 A.M., EST, NBC brings the "World News Roundup," shortwave reports from all over the world. At 1:15 P.M., the A. F. of L. discusses problems of interest to agriculture, labor, and industry in a program entitled "America United." The "University of Chicago Round Table" comes on at 1:30 P.M. At 4:00 P.M. "The National Hour" presents a series of commentators who analyze the thinking going on in governmental and private circles concerning reconversion problems. The American Historical Association presents Cesar Saerchinger in "Story Behind the Headlines" at 11:15 P.M. To close the day "The Pacific Story" (11:30 to 12:00 midnight) treats the influence of developments in the Far East on the United States and world affairs.

The *American Mercury* Script-of-the-Month for February deals with the topic "Do We Need Compulsory Military Training?" This script is suitable for school, auditorium, and classroom programs. Copies may be had free from Radio Department, The American Mercury, 570 Lexington Avenue, New York 22.

## "Comic Books"

A large number of schools are making use of *Picture Stories From American History*, the 10-cent booklets in "comics" style. Part I, the first

booklet, covers the period of discovery and exploration. Part II, just published, covers the period of colonization and independence. Each booklet presents about 20 dramatic episodes in the story of our country, in color. Children like them and they are excellent supplementary reading material. They are especially good for children with language and reading difficulties. Quantity prices are one dollar per dozen for 24 or more. Order from School Department, Educational Comics, Inc., 225 Lafayette Street, New York 12.

## Posters

"The Races of Mankind" is a series of fifteen posters giving the scientific facts concerning the major divisions of mankind and answering the questions most often asked about race. The posters are 18x20 inches in size, and they are black and white photographs and drawings. The titles suggest their content: "What Is Race?" "Why Are There Different Races?" "The Jews Are Not a Race," "Inventions Come from All Races," "The Composition of the American Negro," "No Race is Ape-Like," "The Negro Is an Integral Part of Our Culture," "Culture Is Not Inborn," and "The Foods We Eat Are a Gift of All Peoples." Poster sets of "The Races of Mankind" may be ordered from Mrs. Edmonia W. Grant, Director of Education, Race Relations Division, American Missionary Association, 287 Fourth Avenue, New York 10, for \$5.00 per set. Included in each set is an annotated bibliography, "American Minority People During World War II."

"The Life of George Westinghouse" is featured on two posters which may be obtained free from School Service, Westinghouse Electric Corp., Pittsburgh 30.

"Famous Highways of This Amazing America" is a series of eight full color panels picturing highlights in the history of American highways. They are 10 cents from Greyhound Information Center, Room 200, 113 St. Clair Avenue, N.E., Cleveland 14.

## Air-Age Materials

Materials concerning practically all phases of aviation have been assembled by Air-Age Education Research, 100 East 42nd Street, New York 17. The collection costs \$5 and includes: three textbooks, *Before You Fly*, *New Frontiers of Our Global World*, and *Atlas of Global Geography*; 6 picture charts in color (35x22½ inches), each

with an explanatory pamphlet; 12 booklets on various phases of aviation; 65 maps, including 4 wall maps and the remainder being desk maps; 50 colored pictures covering all aspects of flight.

### Pictures for Democracy

A new photographic service, "Pictures for Democracy," has been established by the Council Against Intolerance. The service will provide a centralized source of pictures from which editors, educators, and organizations may obtain the kind of photographs that show the mutual advantages of living in a democracy. The library will contain pictures showing what each group in our population has contributed to American life and culture, pictures of inter-group activities and progressive methods in citizenship education. Further information may be obtained from Mr. Alland, Pictures for Democracy, 59 West 56th Street, New York 19.

### Maps

"World Maps and Their Uses" is an interesting little booklet written by Walter G. Gingery and distributed free by the George F. Cram Co., Inc. 730 East Washington Street, Indianapolis 7, Indiana. This booklet describes the various map projections and their uses. It includes a "Geographical Quiz" worth trying on your students.

Among the map projections described in the Cram booklet is an "Air-Age, U.S. Centric World Map." This 68x48-inch Cram map is centered upon 90° West Longitude and 40° North Latitude. It shows great circle routes from the United States, and gives distances to principal world cities from the central point, in statute miles. This projection represents countries in their true shape by peeling the cover off a 16-inch globe and presenting the six segments on a flat map. The map is markable, washable, hand mounted on map muslin with split sticks at top and bottom. It retails at \$12.

"World Progress" is a large wall size news map issued weekly by World Progress, 1095 National Press Bldg., Washington 4. Pertinent photographs, explanatory charts, graphs, and drawings surround the maps and help clarify both national and world issues. Subscriptions are \$24 for the school year, and \$18 each for two or more subscriptions.

A new, dated "Victory Map" has been published by Allyn and Bacon, 11 East 36th Street,

New York. Printed in bright colors, this 17x39-inch map locates and dates events down to V-E and V-J day. Price 25 cents postpaid.

### Helpful Articles

- Aughinbaugh, B. A. "Free Films," *Film and Radio Guide*, XII:9-10, January, 1946. The most positive arguments against the use of "free" films which we have ever read.
- Berg, Esther L. "Visual Aids on United Nations," *Educational Screen*, XXV:22-23, 32, January, 1946. An excellent list of films, slide films, lantern slides, and kodachromes available for use in schools.
- Blythe, June. "Are You Listening?" *Education*, LXVI:289-291, January, 1946. The part radio is playing in building up race prejudice.
- Caldwell, O. H. "FM: What Is It?" *Journal of Frequency Modulation*, I:16-17, February, 1946. An ABC description of the new communications medium.
- Dane, Lanice Paton. "Models We Have Constructed," *Instructor*, LV:24, 84, March, 1946. The place of pupil-made models in elementary schools.
- Fausch, Naomi. "We Really Learn About Eskimos," *Educational Screen*, XXV:17-19, January, 1946. The use of a film in a unit on Eskimo life.
- Fiske, Marjorie and Lazarsfeld, Paul F. "The Office of Radio Research," *Educational and Psychological Measurement*, V:351-370, Winter, 1945. A description of the work done by this division of the Bureau of Applied Social Research, Columbia University.
- Gladstein, Irwin Lee. "Movies in Inter-Group Education," *Education*, LXVI:326-328, January, 1946. Techniques to be employed in using films in inter-group education.
- Hartley, William H. "Living Our History," *See and Hear*, I:85-93, February, 1946. An account of a demonstration film program presented at the Milwaukee meeting of the National Council for the Social Studies.
- Owings, Ethel and Strong, Pansy. "Pan-American Pageant," *Grade Teacher*, LXIII:50-51, 80, March, 1946. An elementary school program for Pan-American Day.
- Partridge, E. DeAlton and Millgate, Irvine H. "Movies Tell the School Story," *Nation's Schools*, XXXVII:52, 54, February, 1946. Keeping the public informed about schools through films.
- Studebaker, J. W. "Terrain Models for Every School," *See and Hear*, I:49-54, February, 1946. How to make terrain models, colored and textured.
- Weltfish, Gene and Bleich, Dina. "We Are All Brothers," *See and Hear*, I:30-37, February, 1946. Describes a film-strip which emphasizes the important, significant facts of anthropology.
- Woelfel, Norman. "Motion Pictures," *Progressive Education*, XXIII:146-147, February, 1946. The motion picture industry must take a greater share of responsibility for planning America's film fare.

Readers are invited to send items of interest for this department to Dr. Hartley at the editorial office, 204 Fayerweather Hall, Columbia University, New York.



# Book Reviews

**THE AGE OF JACKSON.** By Arthur M. Schlesinger, Jr. Boston: Little Brown, 1945. Pp. x, 577. \$5.00.

The New Deal brought the Jacksonian era into a more familiar focus, for the economic royalists and the common man of Franklin Roosevelt's day were the spiritual descendants, respectively, of Nicholas Biddle and the Loco-focos of the 1830's. The intellectual genealogy of Jacksonianism runs far back in American history, and to the historian of the progressive school the promise of a good American life can only be fulfilled if that genealogy continues into the future.

Schlesinger belongs to that progressive school, and in his splendid book the bitter conflicts that filled the American scene during Jackson's and Van Buren's presidential years are recreated in a prose that moves along with the sweep and vigor of Jackson himself. The irruption into the political scene of new faces, and the intrigues of party politicians of all shades are narrated in sophisticated language befitting the theme. Occasionally the writing is too artful in its obvious straining for effects, in the manner of Thomas Beer's *Mauve Decade*. There is one slip in arithmetic; Taney's Dred Scott decision was twenty-five, not thirty-five years after the Bank veto of 1832, but these blemishes are few indeed.

In Schlesinger's view the truth lay on the side of Van Buren and Jackson. While his heroes and villains are really *good ideas* and *bad ideas*, he does portray the individuals incarnating heroism and villainy. Jackson, Van Buren, Thomas Hart Benton are the heroes; Biddle and Daniel Webster are the villains. While the author treats the failings of his favorites with light humor, he is quite savage toward his *bêtes noires*, especially the lowering Daniel. Van Buren comes off much better than in most previous studies. In a fine analysis he is presented as an interpreter of the thoughts of the masses, and one who understood the new political techniques of democracy. There is a good study also of the historian George Bancroft and radicalism. One of the more important contributions of this volume is the searching appraisal of the interrelationships of

business, law, religion, and literature to the dominant political questions of the day.

The Jacksonian era in this treatment is recognized to have received its impulsion to social reform more from urban pressures than from frontier democracy; the latter interpretation has been the one usually favored hitherto. The Jacksonians revised in several respects the Jeffersonian credo. "They moderated that side of Jeffersonianism which talked of agricultural virtue, independent proprietors, 'natural' property, abolition of industrialism, and expanded immensely that side which talked of economic equality, the laboring classes, human rights and the control of industrialism. This readjustment enabled the Jacksonians [with their greater realism] to attack economic problem which had baffled and defeated the Jeffersonians." While it is valuable to shift the emphasis to urbanism, in a revised interpretation of this period, Schlesinger is hardly fair to Turner. The latter in his final work, "The United States 1830-1850," realized, like Schlesinger, that Jacksonian democracy could be understood more clearly "as a problem not of sections but of classes." Schlesinger, however, has done more than any one else to clarify this problem. In doing so, he has told his story largely from the vantage point of New England and the middle Atlantic States, where the important cities were then located.

With a keen perception Schlesinger has observed what made America tick a century ago. The layman as well as the academician likes the description of what the author has seen. It is an occasion for real cheering when the tradition of Bancroft, Prescott, and Motley is renewed, and a history of high achievement stands proudly on the list of best sellers.

MICHAEL KRAUS

City College, New York

**TWENTIETH CENTURY AMERICA.** By Foster Rhea Dulles. Boston: Houghton Mifflin, 1945. Pp. x, 582, xxvii. \$3.75.

The appearance in the last few years of several histories of the United States since 1900 reminds one that we are already well on into the twen-

tieth century. It is also brought home that the center of emphasis and interest in American history has increasingly shifted toward the more recent times. The question is again raised as to the proper point of division for a year course in American history. Once it was 1789, then 1830, later 1850, and latterly 1865 or 1877. Shall historians now follow the wartime Navy and Army curricula in placing the division point at 1900? So far, scarcely any general American history textbook now available makes 1900 the point of division for a year course, and so it must be concluded that the new crop of histories of the United States since 1900 is designed either for special semester or quarter courses in recent American history or for the general public. Fortunately, Mr. Dulles' book satisfies most of the requirements of both the general reader and the teacher in search of a textbook for the history of the United States since 1900. It is both readable and teachable. That it is written by one of the abler craftsmen in the historical profession lends added distinction to the volume.

For the teacher the book has more merits than demerits. The organization, chronology, and emphasis follow the conventional pattern of the more recent general textbooks that cover the same period. A comparison of treatment reveals a richer coverage of social history and a more detailed discussion of other topics. The author is obviously familiar with the latest monographic literature available for each of the chapter topics, but one detects no distinctive interpretations, unless one remarks on his friendliness toward the New Deal and the late President Roosevelt. The author's opinions, however, rarely intrude into the smooth flow of the text. The distribution of subject matter is judicious: four chapters to the general situation in the United States at the turn of the century, six chapters to the period of progressivism and the New Freedom, three chapters to World War I and the peace, five chapters to the 1920s, six chapters to the New Deal, and four chapters to World War II.

The 13-page classified bibliography at the rear of the book is well selected and up to date. Except for a few amusing chapter-head drawings, however, there are no illustrations or maps in this book. This is a serious shortcoming in a work to be used as a textbook. Lacking also is an appendix with statistical and documentary material such as is found convenient for teaching purposes. There is an adequate index. Des-

pite wartime restrictions, the book is attractively published.

CARLTON C. QUALEY

Columbia University

**WHEN OUR TOWN WAS YOUNG: STORIES OF NORTH SALEM'S YESTERDAY.** Edited by Frances Eichner and Helen Ferris Tibbets. North Salem, New York: Board of Education, 1945. Pp. xxi, 170. \$2.00.

The New York State Social Studies program provides for a study in the seventh grade of community life, past and present. The bulletin which outlines this study presents to the teacher a guide which in substance goads her into discovering the answers to a large variety of questions about the nature and the history of the surrounding area. This is all very well as far as it goes. But the plain fact is that in most communities the teacher finds herself a stranger. She does not know the area, she does not have sources of information readily available, there is no text book. Yet the children must be taught.

This is the dilemma which led to the writing of *When Our Town Was Young*.

An enterprising principal and a stimulating teacher headed up the project. The children were given an opportunity to find out what they could as they could about the history of North Salem township. Working individually and in groups they brought their stories back to school, told them to the class, and wrote them out. More investigation followed. Toward the end of the year, with careful editing which kept the flavor of stories told by seventh graders, a small book was published. It sold at a profit. The following year the incoming seventh grade took up the work and this time an illustrated mimeographed booklet was prepared. After the third year's work, the present book came from the press. It is a fine example of bookmaking, well illustrated, well printed on glossy paper, and well bound.

This is the story of a rural community told by children of Dutch, English, French, German, Irish, Italian, and Scottish parentage. The children were encouraged to make their own investigations, handle objects, make trips, interview people, gather pictures, study old world and new world sources. They were taught how to use records. They wrote into their narrative the sources, names of persons, publications and societies whence they gathered information. They learned that the study of genealogy can be usefully em-



ployed to settle estates and untangle legal difficulties as well as to trace ancestry.

The subjects covered in the book include those in which seventh graders normally take an acute interest. Indian life is regarded as quite normal rather than as something wholly unrelated to reality. A chapter is devoted to early life in North Salem. Old homes which the children visited, tavern life, and horsetrading are well described. The American Revolution is explained in terms of individual exploits, such as the capture of André, activities of Tories, which are treated with some venom, and patriot exploits. The chapter is nevertheless alive with respect for order and orderly procedures. In the chapter on churches emphasis is placed upon religious freedom which the Quakers and other sectarians won. The story of post roads and railroads, though told in some detail, captures the interest of the reader unfamiliar with the locality. The chapter dealing with early farms and industries points to the erection of Titicus dam and reservoir and the absence of a main line railroad to New York City as the causes for the destruction of nascent industries in the area. Milk and suburbanism provide the economic basis for the community today. The description of the schools emphasizes the shift from small district schools to a central school rather than changes in curriculum.

A group of three chapters contains many human interest stories about the coming of the circus, two quaint characters, both of whom are dealt with sympathetically, and men of achievement. Finally, there appear a copy of the original quit-claim deed of 1731, descriptive of the area, itineraries for three historic tours through North Salem, and a guide to the historic landmarks of the town.

This is indeed a book of which the children, the teachers and the editor may well be proud. It is better than any textbook because the children wrote it themselves.

ALBERT B. COREY

Division of Archives and History  
State Education Department, Albany

THE JAPANESE NATION. By John F. Embree. New York: Farrar and Rinehart, 1945. Pp. xi, 308. \$3.00.

The much publicized "mysteries of the Orient" may exist only in the ignorance and misinformation of non-orientals about the customs and institutions of that part of the world. In *The*

*Japanese Nation*, Mr. Embree has made a lot of things Japanese seem very unmysterious and quite normal. With great lucidity he sketches the history of Japan's political system. Then, always using the historical approach, he describes the social class system, the educational system and processes, family and household organization and relations, religion (with special references to Shinto), and Japanese nationalism. A good glossary, the Japanese Constitution, and use of English equivalents in parallel with Japanese terms all are provided as tools to make the reader's task a bit easier.

The author is a long time student of Japan and has been there several times during recent years. His aim in this book is that well-known one of making the reader know and "understand" Japan and the Japanese. He makes no effort to analyze any alleged subtleties or peculiarities of the so-called "oriental mind"; nor does he dismiss it as inscrutable. Rather, Mr. Embree permits it to be seen that the Japanese as individuals are quite ordinary human beings and that, as a society, they react to the streams of influence at work upon them, just as does any other people.

The reason that it is difficult for an American to understand Japanese culture is easy to explain, Mr. Embree says. "It is an Old-World Asiatic culture in contrast to the United States, a New-World, machine-age culture, with a population just now being fused into a single people." In other words, the peasant background, the age-old traditions, and the cultural homogeneity characteristic of Asiatic and Europeans seem strange to Americans who have nothing like them.

The author emphasizes, however, one notable parallel between Japan and the United States: the dramatic changes which have taken place in both countries during the past hundred years. Both have been unified through civil war within that time; both have been transformed from rural peoples to manufacturing, industrial nations; as both grew to maturity they became powers and automatic rivals in the Pacific.

The book is not much concerned with international politics nor with the material aspects of Japanese culture. It is primarily a social survey, an attempt "to apply the methods of social anthropology to a social survey of a modern nation, viewing its social structure as a functioning whole with each of its parts having meaning only in relation to all other parts."



Obviously, then, this is no attempt to fasten war guilt on the Japanese; neither is it an attempt to excuse them. It is simply an effort to make the reader *understand*.

The book is very readable. This reviewer has found that average or better high school upper classmen can read it with both profit and some enjoyment, although it is intended for adults.

WAYNE ALVORD

Community High School  
Pekin, Illinois

**TOMORROW'S TRADE: PROBLEMS OF OUR FOREIGN COMMERCE.** By Stuart Chase. New York: The Twentieth Century Fund, 1945. Pp. xii, 156. \$1.00.

*Export more than we import—that is necessary for national prosperity.*

*Import more than we export—that is the road to economic perdition.*

These propositions are today accepted as eternal truths by a large part of our citizenry. They are doctrines which have become the warp and the woof of our popular convictions about foreign trade.

In this, the fifth book in a series done for the Twentieth Century Fund, Stuart Chase challenges these shibboleths and some of their corollaries in a language which any intelligent reader can understand. From *The Tragedy of Waste and Prosperity: Fact or Myth* to the present volume, Mr. Chase has pioneered in making economic fact and theory digestible to the common citizen, and in so doing he has performed a service to teachers. Few, if any, academic economists have his gift for translating the mysteries of the inner shrines into lucid language. Teachers of economics, in particular, owe him a debt.

Here is a book which will bring teachers and students quickly abreast of the problems of the hour in international trade and which will supply the raw materials for important discussions. The best high school seniors might rise to its challenge, and in colleges it might well serve as an auxiliary textbook.

Tomorrow's trade—will it be like yesterday's trade? Surveying the past, Mr. Chase tries to get our present problems into clear focus. He explains the nature and limitations of the so-called free trade era before 1900, when the gold standard acted as an automatic governor (that mechanical device which we have all seen on the old steam rollers) for world trade. In those days

an orderly and a rapidly expanding international trade, which was relatively free, lived side by side with an international political anarchy which was only slightly mitigated by British sea power and commercial know-how. Then the author looks at the 1920's, a decade in which we worshipped false gods and believed "that the United States had discovered a magic formula whereby a great creditor country could:

- (1) Severely check its imports by high tariffs
- (2) Expand its exports
- (3) Collect payments on foreign loans" (p. 55).

And so we plunged ourselves (and others) full speed into the wrack and ruin of the 30's and 40's. We survey the wreckage today.

In searching for a solution, Mr. Chase produces a simple formula:

The stuff we produce, as a nation,  
Plus the stuff we import,  
Less the stuff we export,  
Is a measure of our standard of living (p. 20).

He recognizes that this formula must be applied in our present political setting and that economic policy must mesh with the cog wheels of political policy set turning in Washington, Moscow, and London.

Mr. Chase summarizes his conclusions in five statements which are here quoted in part: [In order to have better foreign commerce]

The *first* thing is to apply the compensatory device to maintain full employment at home. . . .

The *second* thing is to figure out what we need and want from abroad and arrange to get it in without having to scale high tariff walls.

The *third* thing is to use exports to balance imports. . . .

The *fourth* thing is to adopt the Bretton Woods proposals for better currency and banking, and also other international agencies as they are needed for such things as the control of cartels, air traffic, food, migration and settlement, shipping, oil, wheat, and so on.

The *final* thing, in the words of David Cushman Coyle is "to throw whatever cold water is handy on the efforts of either government or business to push American goods and services abroad without providing for corresponding imports." Let us have no permanent Santa Claus program (p. 144).

Writing in 1932, Sir Arthur Salter began the preface to his book *Recovery: The Second Effort* with these sentences: "Thirteen years after the war we seem to be back in the chaos that immediately followed it. The road to real recovery is more tortuous and more arduous than we had thought; but it is not beyond finding and following." We didn't find it in the 30's. Will we find it in the 40's and 50's? If we do, we need more than hope. We need to reappraise our political-

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the modern trend"—*

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By Augustus H. Smith

*Formerly Chairman, Department of Social Studies  
High School of Commerce, Springfield, Massachusetts*

*The Journal of Education* says of this book: "Latest of the texts reflecting the modern trend is *Economics for Our Times*. . . . It is economics from the standpoint of the consumer, the plain citizen who engages in various transactions and wants to know what they are all about. . . . An important feature is the thirty-five distinct problems posed for the learner. . . . To answer them intelligently is to possess a sufficient working knowledge of economics for the average American. The book is as up to date as its final chapter on reconversion and other postwar aspects of our economic life. . . ." *Write for further information.*

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economic doctrines; and this, Chase and others will help us do.

E. LEWIS B. CURTIS

State Teachers College  
Oneonta, New York

●  
ONE AMERICA: THE HISTORY, CONTRIBUTIONS, AND PRESENT PROBLEMS OF OUR RACIAL AND NATIONAL MINORITIES. Edited by Francis J. Brown and Joseph Slabey Roucek. New York: Prentice-Hall, 1945. Pp. xvi, 717. \$3.75.

When we were young, we were told that man was blindly working toward his own destruction; that technology far outstripped moral judgement. In our youth, these were voices crying in the wilderness. But today unless we learn this lesson, learn to be more wise and resolute, more group minded and world conscious, we must face the reality of self annihilation. This revision and new titling of an old favorite book on minorities antedates by a little the almighty atom. But now that man can blast the whole of life out of existence, the moral would seem plain. One world, one people, or else—

Here are short chapters on each of America's

minority peoples—Indian, Negro, "old" and "new" immigrants, Jews, Asiatics, and New World migrants. These chapters are readable, factual, and informative. They are followed by a curious set of titles on "activities," chiefly political, and then by somewhat better chapters the theme of which is supposed to be culture conflict and education. While no two writers in this field would seem to agree on exactly how the story of our ethnics should be told, what logic binds the whole together, we must confess to some trouble in following the Brown and Roucek orientation. The volume concludes with some good and bad thinking on "cultural democracy," little of which can be called "trends" in any technical sense, as this Part is labeled. A marked improvement over the earlier book is a strong swing toward what is now called "intercultural education."

It is time, it would seem, for us in education to call attention to our own needs, to suggest that textbook writers take our everyday, practical interpersonal and intergroup problems into account. For example, here is a little Italian girl who came to school dressed "funny" and is promptly laughed out of class. Here is a school

# A Short History of the Far East

By **KENNETH SCOTT LATOURETTE**

*D. Willis James Professor of Missions and  
Oriental History at Yale University*

This new college text covers the entire history of the Far East from the dawn of recorded history to the present time. It discusses all phases of history—cultural, political, diplomatic, economic, and religious. Major attention is given to China, as the country which has the largest population and the greatest influence, and to Japan, as the country which, until recently, was the outstanding political power in the Far East. Approximately one half of the book is devoted to the Far East and India, before the revolutionary impact of the Occident in the 19th century. The remainder of the book gives a somewhat more detailed account of the Far East in the 19th and 20th centuries when the influence of the West was fully felt.

*To be published in March*

\$4.50 (probable)

**THE MACMILLAN COMPANY**

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where black and white color almost every faculty thought and action. Here is a group of five high school boys, walking home, killing time. They pass a synagogue, stop and yodel their imitation of the cantor. Members of the congregation come out and the hoodlums stone them back in, breaking windows. The whole street takes a hand, men and boys punching kicking, yelling. Someone turns in a riot call and a squad car breaks up the scrap.

Go from school to school, place to place, as the writer has had an opportunity to do during the past year, and one will, in a slang phrase, get an eyeful. What are the human relational problems that we face in school and community life? Who has ever classified them, described processes, analyzed causes? Who knows how to deal with them, to protect deviants, broaden tolerances, deepen appreciations, maximize cooperative action? If one is truly interested in a one-world, one-life concept, what does he do, with what effects? We have no bias against reading about "minorities"; that is good. But we do not think that reading will solve our problems of group management and community change, if they are solvable. What we need are planned experimental programs, programs, which, even though small in scope, are conducted under controls so that we know what happened. We need also a sharper kind of writing, sharpshooters who can split a dime with nine cents back in change!

LLOYD ALLEN COOK

Wayne University

**CIVILIZATION AND GROUP RELATIONSHIPS.** Edited by R. M. MacIver. Religion and Civilization Series. Institute for Religious Studies. New York: Harper, 1945. Pp. xiii, 177. \$2.00.

This book, the second in the series issued under the editorship of R. M. MacIver for the Institute for Religious Studies, contains thirteen addresses and discussions. They were originally prepared for luncheon meetings at the Jewish Theological Seminary in New York City during the academic year, 1943-44. The first and last statements are by the editor and the other eleven by prominent teachers of sociology, law, education, religion, and unionism of the New York area.

As a collection of after-luncheon speeches the book has both the advantages and disadvantages of the type. Clear, brief, and easy to follow, the addresses repeat much that is obvious and commonplace. Perhaps the book's defense is that

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the obvious needs to be repeated wherever and whenever possible.

The central theme is that groups are a necessary part of our civilization. Within them individuals are taught the mores of their age and made into cultured, social beings. However, these groups contain within them the seeds of evil as well as good. As Professor Karl Llewellyn of Columbia University states, "The basic process of socializing the newborn human animal is a process of 'anti-socializing' him at the same time." As he identifies himself with a "We-group," he also attributes all good characteristics to it; as he competes with the "They-groups," he attributes all bad characteristics to them. Since democracy maintains the essential dignity of every person, it needs to find some way to bind these groups together. The general agreement of the authors is that it can only be done when the groups work together to achieve common objectives and growth for the whole society.

Education has always been considered the best way to keep classes fluid. However, Professors Brunner and Kandel of Teachers College, Columbia, emphasizing the theme that the Educational Policies Commission has been trying to bring to the country, point out that the public secondary schools of America are not effectively free. Equality of opportunity for education is only superficially true. Actually the place where one lives and the economic class or the minority to which one belongs often determine the amount and quality of education which one will receive.

Professor Donald Young of the University of Pennsylvania makes a statement which many teachers should consider carefully. A common approach to studies of intercultural relations in the schools is to use scientific research to indicate that there is no such thing as a pure race, that observable racial traits have no correlation with ability or character, and that nationalities are biologically meaningless. This is a "useful but inconclusive achievement. Group discriminations do not originate in nor depend upon theories about any unalterable hierarchy of races. . . . A person belongs to a minority group if the people of the community believe that he does."

Mark Starr, Educational Director of the International Ladies Garment Workers Union, writes of the area in which the greatest advance has been made. The fact, which is becoming clearer to the workers, that division among labor is a weakness which others can exploit, has led

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foresighted union leaders to take positive action in improving relationships between colored and white. The bringing together of two or more groups for a common purpose not related to the color of their skins is the most fruitful of democratic approaches to this problem.

The volume will be of value to teachers if it will stimulate them to think about any particular interracial problem in a large, complex setting of group relationships.

ROBERT W. EDGAR

New York City

FOR US THE LIVING: AN APPROACH TO CIVIC EDUCATION. By John J. Mahoney. New York: Harper, 1945. Pp. viii, 344. \$3.00.

In a stimulating manner Dr. Mahoney of the School of Education, Boston University, presents a challenging "Approach to Civic Education" (sub-title). The book, growing out of twenty-three years' experimental teaching, is written primarily for social studies teachers, both pre- and in-service. It should also have wide appeal for all classroom teachers interested in education for citizenship, for it emphasizes that *every teacher* should be responsible for civic education.

The author opens with a discussion of the nature of and need for civic education, then turns to a careful consideration of democracy, which he defines thus: "Democracy is a kind of society in which free men, fraternally minded, voluntarily and persistently strive for the elimination of inequalities and exclusions (political, social and economic) to the end that all men may share equitably in the rights, privileges, and satisfactions that our life in common affords." Democracy as a way of life embraces the ideals of liberty, equality, and fraternity; the last named is most fundamental.

Dr. Mahoney analyzes the rise and growth of political democracy in the United States and deprecates our political lethargy. The American people have the necessary intelligence for self-government and can develop the requisite qualities for political leadership: honesty, courage, brains, and social sympathy. In America we are moving slowly toward social democracy, but prejudices still thwart fraternal understanding and concern for our fellow men. The author has an excellent chapter on economic democracy—the middle ground between individualism and collectivism.

In a concise statement Dr. Mahoney presents

his ten civic objectives which are both realistic and attainable if schools will follow his admonition of concentrating upon civic education as a major area. To achieve "a wholesome allegiance to the democratic way of life" he urges that teachers indoctrinate. He qualifies this label by definition to include only "teaching that will cause American boys and girls to believe utterly in democracy and to take pride in its achievements." But even this definition will probably not placate all comers!

Attention is directed to the weakness of the teaching of economics in high schools—both qualitatively and quantitatively. The author also emphasizes the need for providing more religion in our schools, since he finds the ideals of democracy and religion identical. He recommends "released time" for religious instruction and the "squeezing" of religious values from all school subjects. Many teachers will accept the latter technique while others will probably question the former.

The last chapter contains a wealth of practical materials and suggestions for civic education: current books, periodicals, bulletins, and teaching practices. Student government and extra-curricular activities are examined critically, and, while many positive suggestions are made, the reviewer feels that more actual illustrations would have strengthened this section.

In broad outline Dr. Mahoney suggests a curriculum to achieve his civic objectives. The elementary grades would concentrate upon a study of American heroes devoted to the ideals of democracy. This is generally acceptable, but many elementary teachers would not care to provide such a steady diet of heroes as the author prescribes—believing that the child needs other types of socialization to balance the strain of such emotional conditioning. For the secondary school he recommends a "History of the United States and Other Americas," together with related geography and civics for Grades 7, 8, and 9. Grades 10, 11, and 12, respectively, would be required to study the history of European Nations, the Near and Far East, and the United States—with related geography and civics. Concurrently for these three years would also be a required sequence in problems of democracy. Such a program might well be most vital for civic education—but what practical opportunity will there be to secure six required credits of social studies out of the usual total of twelve in the senior high school? Perhaps a compromise would be to make some part of the history sequence elective, especially for

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those in the non-college preparatory curriculum.

On the whole, an excellent, scholarly book, a "must" for social studies teachers. It should help motivate all teachers to improve their thinking, writing, teaching, living.

PAUL R. GRIM

Washington University  
St. Louis

**TEACHING THROUGH RADIO.** By William Levenson. New York: Farrar and Rinehart, 1945. Pp. viii, 474. \$3.00.

Here is the complete manual for the teacher who would utilize radio and recordings in his teaching. Whether faced with the problem of introducing a radio program to a social studies class or the more complicated task of setting up a city-wide program of educational broadcasts, practical help can be obtained through the pages of this book.

Dr. Levenson directs radio activities in the Cleveland schools. He has also taught radio to many groups of teachers. The realistic approach to the problems of radio education, so characteristic of this book, indicates a thorough awareness

of the very real problems faced by teachers who realize the vast potentialities in the use of this medium, but are puzzled as to the methods by which it can be best employed.

Effective teaching through radio is not simple. There are many obstacles to be overcome. The author of *Teaching Through Radio* recognizes these obstacles and gives ways and means of meeting and overcoming them. In twelve chapters he gives specific illustrations and outlines step-by-step procedures. Does the teacher want to prepare a program for broadcast purposes? He will find sample scripts, hints on timing, rehearsals, and style of presentation. Is the problem one of selecting and using a program? Here, again, are suggestions for locating usable programs, for preparing the class, for listening and for follow-up activities. Was the radio lesson effective? Check lists and other means of evaluation are included.

The great range of possibilities inherent in auditory methods of presenting vital materials is indicated in the stimulating chapters on public relations broadcasting, commercial programs for children, the school radio station, and recordings.



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WILLIAM H. HARTLEY

State Teachers College  
Towson, Maryland

FIELD WORK IN COLLEGE EDUCATION. By Helen Merrell Lynd. New York: Columbia University Press, 1945. Pp. xi, 302. \$2.75.

If the title of Mrs. Lynd's book had been "Field Work in College Education at Sarah Lawrence College," the book would have been very adequate. The first ten pages of Chapter 1 and all of Chapter 7 present certain fairly obvious generalizations in regard to what college education is or ought to be with special reference

to the need for more firsthand experiences and less academic verbalism. The balance of Chapter 1 makes a few vague bows in the direction of certain colleges that have experimented with various types of field work, but neglects other well-known programs of long standing which passed the tentative stage years ago. One hundred forty-seven of the 166 pages in the main body of the book are devoted to field work at Sarah Lawrence and the 126 pages of appendices are devoted to the same subject. For those who want to know how it is done at Sarah Lawrence, this is an excellent book. Also, since Sarah Lawrence is doing a splendid job of its kind, there is a wealth of material here which could be used in other colleges with profit.

Perhaps the reason for so much Sarah Lawrence in the book and so little of anything else is to be found in the definition of field work which that college has made as a result of its experience. Miss Beatrice Doerschuk, Director of Education, wrote the writer of this review in 1938: "With reference to our field work we have long realized that occasional field trips in and of themselves do not have the educational significance we are seeking. We have been de-

veloping therefore the actual kinds of observation and activity which have significances throughout the college year in correlation with the student's program."

It appears from Mrs. Lynd's book that while occasional field trips for groups or individuals have not been wholly abandoned, the bulk of the field work at Sarah Lawrence consists of "extended research 'on location' or special jobs with organizations outside the campus." This sort of work is done for freshman orientation, for education in social science, for integrating the college and the community, and for individual development. There are chapters in the book describing in detail how each of these purposes is accomplished.

This program is excellent in purpose and execution but other institutions have found that organized extra-mural *observational* experiences having definite educational objectives also have great value. At the State Teachers College at Montclair, New Jersey, for example, these experiences are known as "field studies." Two courses covering the New York Metropolitan area and three courses covering all parts of the United States, except the lower south, have been given successfully over a period of twelve years. This single example of the sort of thing which is not discussed in Mrs. Lynd's book will suggest that the definitive treatise on field work in college education is yet to be written.

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**THIS WAY TO UNITY.** Edited by Arnold Herrick and Herbert Askwith. New York: Oxford Book Company, 1945. Pp. xviii, 462. \$1.50.

In this excellent manual the authors have created for themselves a debt of gratitude owing from teachers at all instructional levels who are concerned with education for intergroup understanding. *This Way to Unity* is at the same time inspirational and practical. Its early part is devoted to a presentation of significant writing directed to the promotion of good will and teamwork among racial, religious, and national groups. Every variety of effective media has been included with particularly striking highlights in the use of radio plays, memorial addresses, and open letters from young people to government officials. The later part contains a multiplicity of projects which should prove helpful even to seasoned veterans in the struggle to combat in-

tolerance as it manifests itself in the classroom. Questions, projects, bibliographies, supplementary reading, committee activities, dramatics, field trips, exhibits, folk festivals, research investigations, radio listening, all are set forth in great detail, arranged for effective implementation into class teaching situations.

The content material is organized in four sections. Part I, "Americans All," dissects the real American and reveals him for what he is, a composite of all the world's influences fused into his being, with every group perceptibly part of the result, whether it be Protestant, Catholic, or Jew, native American, continental transient, or immigrant from transoceanic worlds. Part II, "The Threat," points to the divisive dangers that exist here in America and cites irrefutable evidences of intolerance and discrimination. Frank Sinatra steals the show here with his portrayal of Sammy Levine. Part III, "Freedom from Hate," outlines practical programs of democratic action, among which is the "Declaration of War on Hate Mongers" especially recommended for thoughtful resolution by every American school child, teacher, parent. Part IV, "Involved in Mankind," shifts American Brotherhood to World Brotherhood, with succeeding pages revealing the eloquent words of Walt Whitman, Norman Corwin, Wendell Willkie, and Franklin D. Roosevelt. The final curtain falls on the Memorial Address delivered by Chaplain Roland B. Gittelsohn at the Fifth Marine Division Cemetery on Iwo Jima, an address that will bear rereading long after the Second World War has become a forgotten incident in man's war against hate and persecution.

*This Way to Unity* points the road along which all teachers must move if we are finally to arrive at the goals of freedom and equality for all young people.

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### Publications Received

- Borchard, Edwin. *American Foreign Policy*. Indianapolis: National Foundation Press, 1946. Pp. viii, 69. \$1.00.  
Cranston, Ruth. *The Story of Woodrow Wilson*. New York: Simon and Schuster, 1945. Pp. xv, 478. \$3.50.  
Elston, Henry William. *History of the United States of America*. Rev. and enlarged. New York: Macmillan, 1945. Pp. xxv, 1071, xvi. \$4.00.  
Gurvitch, Georges. *The Bill of Social Rights*. New York: International Universities Press, 1946. Pp. 152. \$2.00.  
Hartman, Gertrude. *Builders of the Old World*. History on the March Series. Boston: Heath, 1946. Pp. xii, 468. \$1.80.



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